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ABSTRACT

For the past twelve years, the School District of Philadelphia has conducted an annual evaluation of the projects funded under the Elementary Secondary Education Act Title I. Since 1973, the annual evaluations have been produced in two volumes - The Technical Report and the Abstracts. This volume contains abstracts of 31 project reports. The projects are organized into six categories which include: comprehensive reading, comprehensive mathematics, programs for limited-English-speaking-ability pupils, social sciences, supportive services and nonpublic school projects. Project categories are discussed in terms of programmatic goals, evaluation techniques, findings, summary and conclusions. Behavioral objectives are stated and student achievement is expressed as gains in grade equivalent units. Subtests of the California Achievement Tests (CAT) were administered to students in grades 2-12 as pre- (February 1979) and post- (February 1980) tests in reading comprehension and mathematics computation. Since the major thrusts of Title I are reading and mathematics, the total tests in these areas from 1974 and 1980 are used to examine the longitudinal impact of Title I. (RL)

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EVALUATION OF TITLE I ESEA PROJECTS 1979-1980

Abstracts

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DIVISION OF FEDERAL EVALUATION RESOURCE SERVICES

OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

TM 810 112

Report #8103

EVALUATION OF TITLE I ESEA PROJECTS, 1979-1980: Abstracts

Abstracts based on annual technical reports (Report #8104) issued by the Department of Federal Evaluation Resource Services, evaluating projects funded under Title I of the federal Elementary and Secondary Education Act.

August 1980

Office of Research and Evaluation

THE SCHOOL DISTRICT OF PHILADELPHIA

Philadelphia, Pennsylvania 19103

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This report was prepared by the Division of Federal Evaluation Resource Services. Assistance in evaluation design, instrument development, and data analysis, was provided by the Division of Instructional Research and Development Services, Dr. Edward K. Brown, Director. Members of the project-evaluation teams are named in the respective project reports. In most cases, projects were assigned to teams under the leadership of research associates; in every case, the team leader is named first. If major responsibility within a team was assigned to an individual, that person's name is marked with an asterisk (*).

Projects included in this report were funded under ESEA Title I and administered through the School District's Office of Federal Programs. USOE Grants #48-0345-51-500-01.

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INTRODUCTION

For the past twelve years, the Office of Research and Evaluation (ORE) of the School District of Philadelphia has conducted an annual evaluation of the projects funded under Title I ESEA. Since 1973, the Division of Federal Evaluation Resource Services, one of the five units comprising ORE, has produced the annual evaluations of Title I in two volumes -- The Technical Report and the Abstracts.

During the 1977-1978 school year, the reporting format was modified to include the assessment of programmatic goals. This procedure has been continued for the current year.

Programmatic goals were developed in response to two factors. First, the Title I program was reorganized into six project categories which are: Comprehensive Reading, Comprehensive Mathematics, programs for Limited-English-Speaking-Ability Pupils, Social Sciences, Supportive Services and Nonpublic School Projects. Second, the current state regulations for the evaluation of Title I require behavioral objectives which must account for 100% of the participants and which express gains in Grade Equivalent units.

The balance of this report is organized into the following sections: (1) Programmatic Goals, (2) Evaluation Techniques, (3) Findings, (4) Discussion, (5) Summary and Conclusions, and (6) Abstracts of Project Reports.

PROGRAMMATIC GOALS

1. Comprehensive Reading

All participating, eligible Title I students in Grades 1-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grades between the pre (February, 1979 and post (February, 1980) administrations of the Reading Comprehension subtest of the California Achievement Tests. The estimated average expected grade equivalent gain for each grade follows:

CAT READING SUBTEST

Grade	Comprehension Gain*
1	N/A
2	.40
3	.60
4	.66
5	.65
6	.67

Grade	Comprehension Gain*
7	.54
8	.49
9	.53
10	.56
11	.57
12	.59

*The implementation of the Title I Evaluation and Reporting System led to the use of the Vocabulary subtest for selection and the Comprehension subtest for evaluation of achievement.

2. Comprehensive Mathematics

All eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grades between the pre (February 1979) and post (February 1980) administrations of the Mathematics Computation subtest of the California Achievement Tests. The estimated average expected grade equivalent gain for each grade follows:

CAT MATHEMATICS SUBTEST

Grade	Computation Gain*
1	N/A
2	.55
3	.68
4	.76
5	.74
6	.76
7	.67
8	.64
9	.63
10	.64
11	.64
12	.61

*The implementation of the Title I Evaluation and Reporting System led to the use of the Concepts and Problems Subtest for selection and the Computation subtest for evaluation of achievement.

3. Limited English-Speaking-Ability Programs

A. The longer a pupil is involved in a program for Limited-English-Speaking-Ability pupils, the higher he/she will score on the Test of Aural Comprehension of English (TAC), when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1980 will show a statistically significant relationship ($p<.10$) between the length of time a pupil studied ESOL and TAC score when sex, age, grade, place of birth, mother tongue, and length of residence on the mainland are controlled.

B. Pupils enrolled in ESOL will show increased facility in speaking English, as demonstrated by a statistically significant correlation ($p<.10$) between the number of months a pupil has studied ESOL and score on speaking sections of the ESOL screening test, when the pupils' mastery of English at the time of enrollment is controlled.

C. Instruction in the pupil's mother tongue will be provided in at least eight schools in order to assist pupils of limited English proficiency to master subject area content as they learn English.

4. Social Sciences

A. During the 1979-1980 school year, students in Grades 6-9 participating in the Education in World Affairs program (EWA) will improve their knowledge of global issues as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between the fall and spring administrations of the elementary and junior high school editions of the Global Issues Vocabulary Test.

B. During the 1979-1980 school year, students in Grades 10-12 participating in the EWA program will improve their knowledge of concepts related to international affairs and the working of international politics as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between fall and spring administrations of the revised International Political Information Test.

5. Supportive Services

A. School-community coordinators will complete an average of 3.5 out-of-school conferences for each day of service they provide. The major focus will be in the areas of attendance, basic skills and work habits, behavior, health, and the general well-being of these students. These conferences will emanate from school or self-initiated referrals. This will be verified by inspection of monthly reports and pupil referral forms maintained by the school-community coordinators.

B. School-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

C. School-community coordinators will provide ten cluster meetings of parents of ESEA, Title I children each year related to topics of concern for needs of the children.

6. Nonpublic School Projects

The individual goals for each nonpublic school (NPS) project may be found within the NPS reports. This was done in order to accommodate the variety of projects.

EVALUATION TECHNIQUES

1. Comprehensive Reading

The following procedures were used in estimating pupil growth for the reading goal.

For eligible, participating students in Grades 1-6, the distribution of CAT-70 Reading Comprehension scores were examined. All students falling within the 1st-15th percentile range were assigned an average percentile rank of 8, the mid-point of that class interval (where there was no corresponding raw score, the next lower score was used). All students falling within the 16th-49th percentile range were assigned an average percentile rank of 32.5 (the mid-point of that class interval). The 8th and 32.5th percentiles were converted to Grade Equivalent (GE) scores for each grade. These GE scores were multiplied by the number of students in each grade in the respective percentile range and their sum was divided by the total number of students from the 1st to 49th percentile. This resulted in the estimated average GE per grade level for the subtest. This served as the estimated pretest score.

For eligible, participating students in Grades 7-12 the distribution of CAT-70 Reading Comprehension scores was examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1st-15th percentile range were assigned an average percentile rank of 8. For students scoring within the 16th-25th percentile range, an average percentile rank of 20.5 (the mid-point) was utilized. Where there was no corresponding raw score, the next lower raw score was used. This percentile rank was converted to an average GE score and multiplied by the number of students in each grade falling within the 16th-25th percentile range. This figure was added to the comparable figure for the 8th percentile, the total being divided by the number of students scoring below the 26th percentile. This served as the estimated pretest score.

Once 1979 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1979 and 1980 CAT reading scores were used to assess the GE changes of eligible, participating students. Information was obtained on the number and percentage of eligible, participating students who equaled, exceeded or failed to obtain the estimated average expected GE gain. For specific information concerning individual components of the Comprehensive Reading Project, the reader is referred to the Abstracts of Project Reports section of this document.

2. Comprehensive Mathematics

For eligible students in Grades 1-6 the distribution of CAT-70 Mathematics Computation scores was examined. All students falling within the 1st-15th percentile range were assigned an average percentile rank of 8, the mid-point of that class interval (where there was no corresponding raw score, the next lower raw score was used). The 8th percentile was converted to the grade equivalent (GE) score for each grade and multiplied by the number of students scoring in the 1st-15th percentile range. The same calculations were made with the GE associated with the 32.5th percentile, the mid point of the 16th-49th percentile range. The total was divided by the number of students in these percentile ranges in each grade. This resulted in the estimated average GE per grade level for the subtest. This served as the estimated pretest score.

For eligible students in Grades 7-12 the distribution of CAT-70 Mathematics Computation scores was examined. Since the Title I eligibility for these grades is CAT-70 scores below the 26th percentile, an estimation of the number of students scoring below this criterion was needed. Those students scoring in the 1st-15th percentile range were assigned an average percentile rank of 8. For students scoring within the 16th-25th percentile range, an average percentile rank of 20.5 (the mid-point) was used. Where there was no corresponding raw score, the next lower score was used. This percentile rank was converted to an average GE score and multiplied by the number of students in each grade falling within the 16th-25th percentile range. This figure was added to the comparable figure for the 8th percentile, the total being divided by the estimated number of students scoring below the 26th percentile. This served as the pretest score.

Once 1979 CAT scores were used to obtain pretest scores, expected gains in terms of GE were computed. The following formula was used:

$$\text{Expected Gain} = \frac{\text{Pre mean GE}}{\text{Grade (to nearest month at pretest)}} \times \text{Interval between Tests}$$

The 1979 and 1980 CAT mathematics scores were used to assess the GE changes of eligible students. Information was obtained as to the number and percentage of eligible students who equaled, exceeded or failed to obtain the estimated average expected GE gain. For more specific information concerning eligible participants, the reader is referred to the Comprehensive Mathematics projects located in the Abstracts of Project Reports section of this document.

3. Limited English-Speaking Ability Program

A. Program evaluators and supervisors administered the Test of Aural Comprehension (TAC) in March, 1980 to all pupils who had studied in ESOL classes during the school year. Classes were divided at random into two groups. Half were tested with Form A, and half with Form B. A multiple regression analysis was computed to show the effect of variables on the score. The analysis was designed to show whether TAC scores increased more than could be expected if the pupils lived on the mainland but did not participate in the programs.

B. A stratified random sample of 300 pupils was tested with the ESOL Screening Test in December, February, and April. A multiple regression analysis was used to determine if scores increased with increased amounts of experience in the program when the English-speaking competence of the pupil at the time of the initial screening was controlled.

4. Social Studies

A. Separate elementary and junior high Global Issues Information Tests were developed cooperatively by the evaluation team and the project staff. The items were drawn from the written materials and related activities provided by the project. A mastery criterion was selected by the project staff. The test was administered in the fall and spring to a random sample of participating students in Grades 6-9. It was expected that a significantly ($p<.10$) greater number of students would demonstrate mastery in the spring administration of the test than in the fall.

B. A revised International Political Information Test was developed cooperatively by the evaluation team and the project staff. The test items covered information related to political, economic, and social institutions drawn from the subscriptions, special briefing papers, and related activities provided by the project. The test was administered in the fall and spring to a random sample of participating high school (Grades 10-12) students. It was expected that students' scores would show a significant ($p<.10$) increase on the posttest in the spring.

5. Supportive Services

A/B.

School-community coordinators (SCCs) recorded their daily activities on a SCC Daily Log. They then summarized the data onto a Monthly Report. The data from the monthly reports were collected. Data from sample months were tabulated and averaged. The evaluation team also conducted case studies with a sample of 10% of the SCCs by accompanying them during either a morning or an afternoon as they conducted their activities. These case studies were used to cross validate the activities recorded on the monthly reports.

C. An end-of-year fact sheet was collected from participating SCCs to determine the number of cluster meetings held and information related to these meetings.

6. Nonpublic School Projects

The techniques used to evaluate NPS projects are contained within their respective reports.

FINDINGS

1. Comprehensive Reading

Objective 1: All participating, eligible Title I students in Grades 2-12 will improve their reading skills to the extent that they will obtain the estimated grade equivalent gain for their respective grades between the pre (February, 1979) and post (February, 1980) administrations of the Reading Comprehension subtest of the California Achievement Tests (CAT).

Table 1 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each grade in the Comprehension subtest of the CAT. In 8 of the 11 comparisons, a majority (i.e., more than 50 percent) of the pupils obtained the estimated grade equivalent gain. Overall, 52.1% of the 39,964 children tested achieved the estimated GE gain between the pretest and the posttest.

2. Comprehensive Mathematics

All eligible Title I students will improve their mathematics skills to the extent that they will obtain the estimated average expected grade equivalent gain for their respective grades between the pre (February, 1979) and post (February, 1980) administrations of the Mathematics Computation subtest of the California Achievement Tests (CAT).

Table 2 contains the estimated grade equivalent gains, the number of pupils tested, and the percentage of pupils who achieved the estimated gain for each

grade on the Computation subtest of the CAT. In 5 of the 11 comparisons, a majority of the pupils obtained the estimated grade equivalent gain. Overall, 51.4% of the 39,762 children tested achieved the estimated GE gain between the pretest and the posttest.

3. Limited-English-Speaking-Ability Programs

The detailed evaluation findings are contained in the English to Speakers of Other Languages report.

4. Social Sciences

The detailed evaluation findings are contained in the Education in World Affairs report.

5. Supportive Services

The detailed evaluation findings are contained in the School Community Coordinators report.

6. Nonpublic School Projects

The detailed evaluation findings are contained in each of the Nonpublic School Project reports.

DISCUSSION

While annual evaluations have the advantage of determining the degree to which individual project goals are being attained, the sustained effects upon pupil progress would appear to have greater strategic value for the educational decision-maker and program planner. Even the use of broad programmatic goals, as reported above, is limited to a single 12-month period. The question becomes -- "How typical was this year in comparison to other years?" While projects and, indeed, programs may succeed or fail to attain annual goals, the fundamental question as to sustained programmatic impact upon children must, of necessity, span several years in order to be adequately addressed.

In order to examine the longitudinal impact of Title I, California Achievement Test data from 1974 and 1980 (spanning the school years 1973-1980) were analyzed. Since the major thrusts of Title I are reading and mathematics, the total tests in these areas were used. Two basic questions were asked:

1. Has there been a reduction in the percentage of children scoring below the national 16th percentile in Title I schools?

2. Has there been an increase in the average score attained by children in Title I schools?

The information dealing with the reduction of the percentage of children scoring below the national 16th percentile may be found in Table 3. Historically, the 16th percentile marks the upper limit of the lowest achievement category. Children below the 16th percentile are those who have achieved significantly less than their national peers and, by definition, are most in need of Title I services.

Since 1974, in each grade for each academic area, there has been consistent, systematic reduction in the percentage of Title I children scoring below the 16th percentile. In reading, the amount of reduction ranged from 19% in Grade 10 to 6% in Grade 1. City-wide, within Title I schools, there has been a reduction of 13%. In mathematics, for grades 1 to 8, reductions of similar magnitude were noted. Since the distribution of scores has changed from 1974 (41% below the 16th percentile and 59% above) to 1980 (24% below the 16th percentile and 76% above), and since the total population tested is numerically similar, one can hypothesize that approximately 17% of the children have "achieved-out" of the lowest achievement category. This occurs when children attain higher test scores.

Following the above analysis, a determination was made as to the amount of average increase in reading and mathematics between 1974 and 1980. These data are shown in Figures 1 and 2 for each grade level. The average achievement for each grade level in both reading and mathematics has increased consistently since 1974. The average child in each grade obtained higher achievement scores in 1980 than their 1974 grade-level counterparts.

SUMMARY AND CONCLUSIONS

To the degree that standardized test scores constitute evidence of the impact of programs/services upon pupils, seven years of data appear to indicate that positive changes are taking place. Since the majority of the projects and services are essentially the same as those of 1974 and since the data span seven years, neither the Hawthorne Effect nor the regression effect constitute viable rival explanations for why our children are doing better. It would appear that Title I makes a difference.

TABLE I

PERCENTAGE OF TITLE I ELIGIBLE STUDENTS ATTAINING THE ESTIMATED GRADE EQUILVALENT GAINS IN READING COMPREHENSION

Grade	Estimated GE Gain	Number Tested	Percent Attained
2	.40	2,877	55.1
3	.60	3,665	55.4
4	.66	5,313	46.3
5	.65	4,953	53.8
6	.67	5,705	56.0
7	.54	3,651	49.8
8	.49	3,144	57.3
9	.53	3,134	54.8
10	.56	2,819	50.4
11	.57	2,188	34.9
12	.59	2,515	55.0
TOTAL		39,964	52.1

TABLE 2

PERCENTAGES OF TITLE I ELIGIBLE STUDENTS ATTAINING THE ESTIMATED GRADE EQUIVALENT GAINS IN MATHEMATICS COMPUTATION

Grade	Estimated GE Gain	Number Tested	Percent Attained
2	.55	2,996	69.6
3	.68	3,712	67.1
4	.76	5,301	35.9
5	.74	4,970	62.9
6	.76	5,752	54.9
7	.67	3,668	50.8
8	.64	3,181	48.8
9	.63	3,135	46.2
10	.64	2,647	46.1
11	.64	2,030	35.3
12	.61	2,370	37.5
TOTAL		39,762	51.4

TABLE 3

THE PERCENTAGE OF PUPILS IN TITLE I SCHOOLS
WHO SCORED BELOW THE 16TH NATIONAL PERCENTILE*

GRADE LEVEL	Total Reading		Total Mathematics	
	1974	1980	1974	1980
1	15	9	18	9
2	23	9	25	9
3	31	20	35	16
4	33	19	47	26
5	43	27	45	24
6	42	24	46	27
7	48	30	57	38
8	47	33	58	43
9	47	32		
10	62	43		
11	64	52		
12	60	50		
TOTAL	40	27	41	24

*NOTE: The percentage of pupils in Title I schools who scored below the 16th national percentile indicating low achievement has been substantially reduced since 1974 in each grade level. Also, Total Mathematics scores were not available in 1974 for grades 9-12, since the Concepts and Problems subtest was not administered until 1978.

TITLE I PROGRAMMATIC ACHIEVEMENT
MATHEMATICS ACHIEVEMENT 1974-1980
- CITYWIDE -

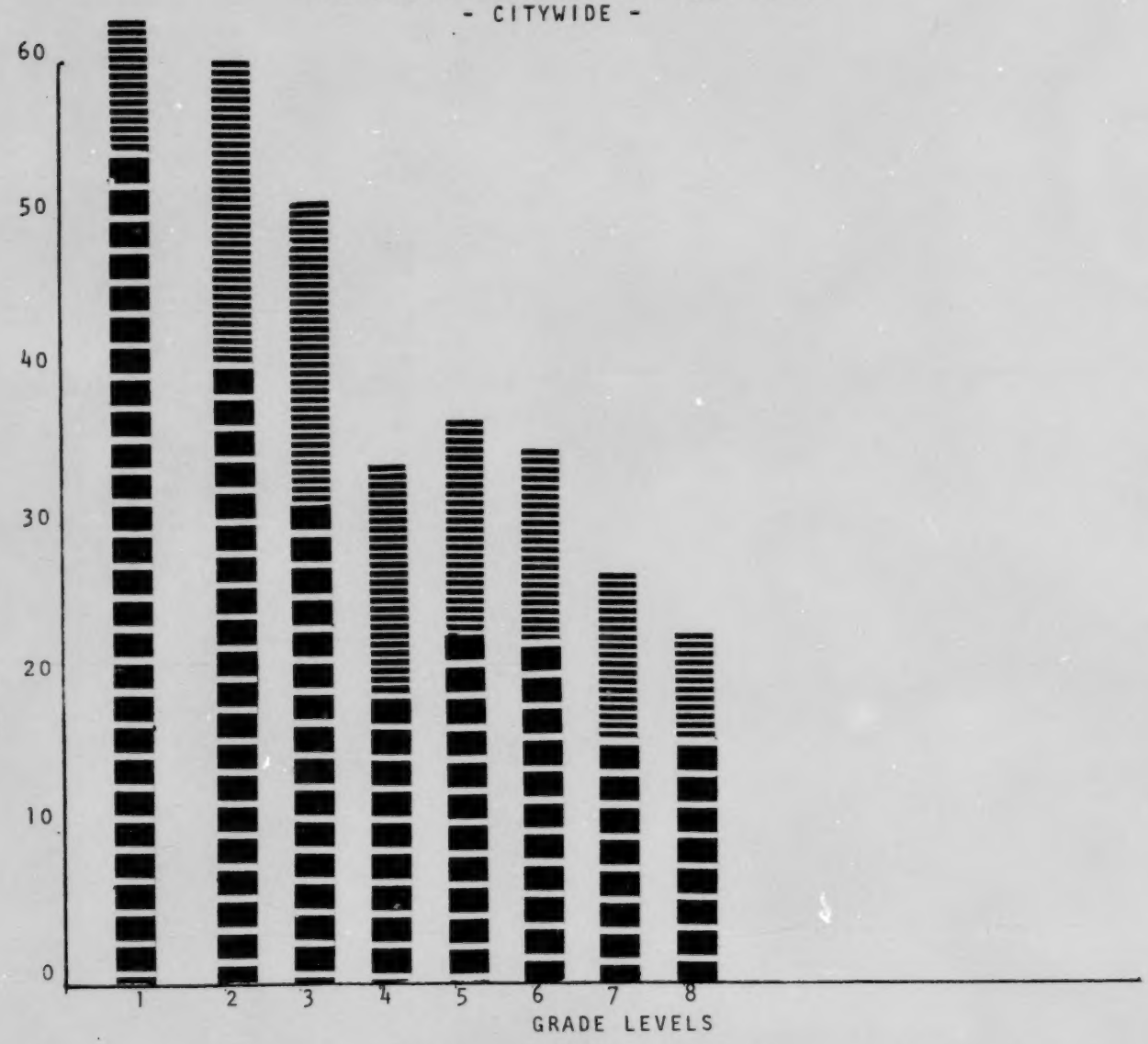

Figure 2. The average percentile for each grade 1-8 increased from 1974 to 1980. This means that the average achievement for each grade level has increased as measured by CAT - 70.

TITLE I PROGRAMMATIC ACHIEVEMENT
READING ACHIEVEMENT 1974-1980
- CITYWIDE -

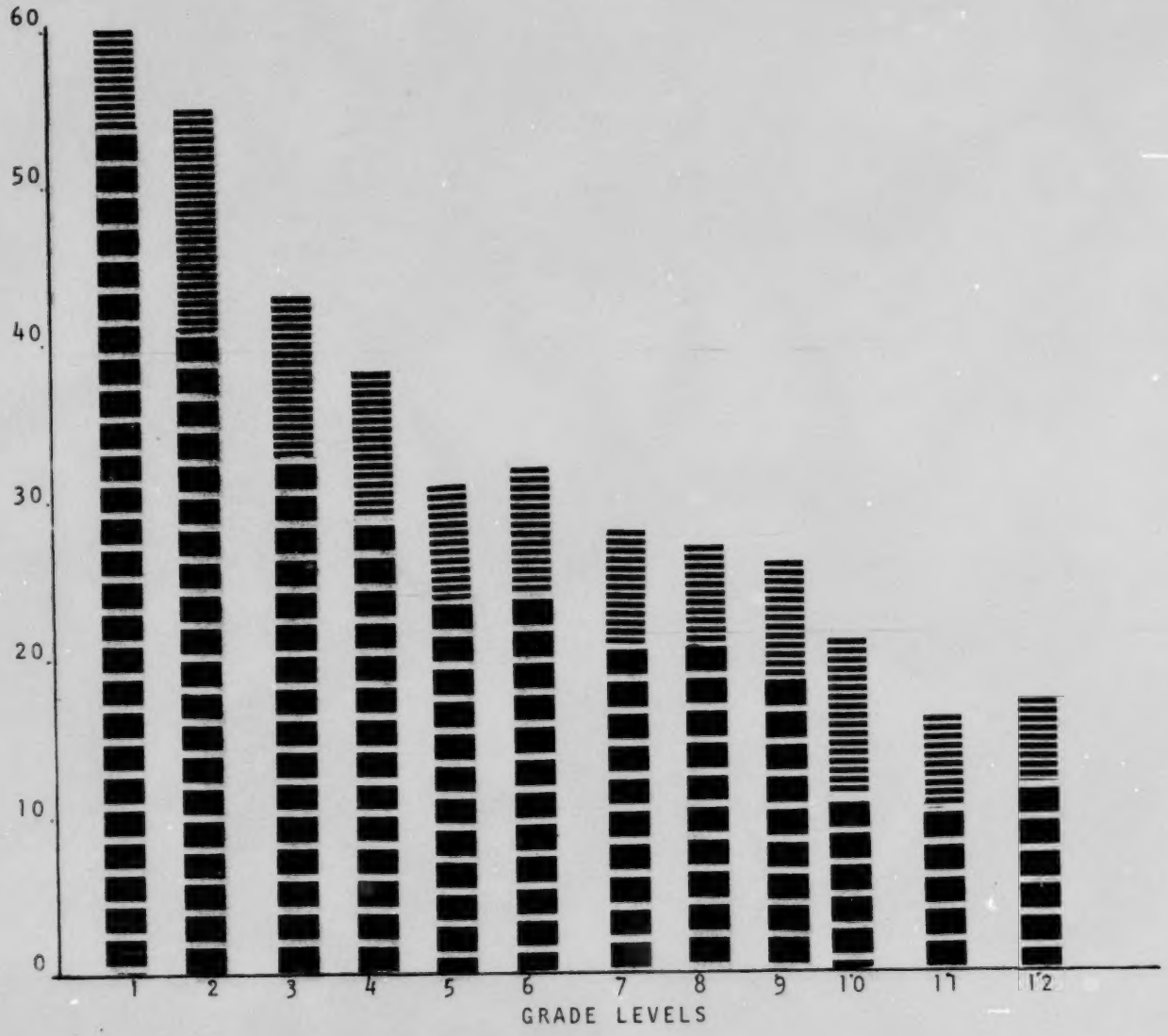

Figure 1. The average percentile for each grade 1-12 increased from 1974 to 1980. This means that the average achievement for each grade level has increased as measured by CAT - 70.

ABSTRACTS OF PROJECT EVALUATIONS

AFFECTIVE EDUCATION

Abstract

ADMINISTRATOR: Norman Newberg
HEADQUARTERS: Room 323, 21st Street and Parkway
TELEPHONE: 299-7776
PBRS CODE: 11-04-611
OPERATING YEARS: 1968-1980
GRADES SERVED: K-12
NO. OF PUPILS: Public 52,550, Nonpublic 3,000
NO. OF SCHOOLS: Public 56, Nonpublic 3
NO. OF EMPLOYEES: Professional 10, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $391,740
SERVICE PROVIDED: Project provides staff development services to teachers serving Title I students, develops and disseminates affective curricula and materials, implements a communications network for training in the teaching of basic communication skills, conducts intensive training for parents, conducts training in the theory and application of mastery learning and encourages schools through training and support to develop positive expectations regarding student performance and behavior.
EVALUATION TEAM: William E. Loue III, Judith Green, Lisbeth R. Sklar

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OBSERVED ACTIVITIES

The Affective Education Project (AEP) was fully implemented according to its intended mode of operation. Its Title I services emanated from five branches: Achieving Schools, Communication Network, Contract Services, Mastery Learning, and the Parent Training Program.

The Achieving Schools Project (ASP) believes that having high expectations regarding student achievement is an essential characteristic of schools that are effective in educating children from low socio-economic backgrounds. Moreover, it is essential that these expectations be shared by all school personnel and parents. During the current school year, ASP worked intensively with 150 teachers from four schools. Approximately 900 hours of training and support focused on teacher behaviors that convey expectations, the characteristics of an effective school, and ways to use time more effectively. Each school received an intensive program including a detailed review of existing conditions, the establishment of academic standards, the development of school-wide recognition systems for academic achievement, the provision of role counseling for principals and the creation of monitoring systems for academic goals.

The Communications Network (CN) helps teachers, aides, administrators, and parents deal with motivational, attitudinal, and emotional factors that affect

students' success with reading, writing, listening, and speaking. During the current school year, CN conducted 25 hours of training for 245 teachers, 25 hours for 35 paraprofessionals, eight hours for ten administrators, and eight hours for 100 parents. Major content areas of this training included oral composition, written composition, and responding to literature. A major focus during this second year of intervention in some of the project schools was the implementation of a school-wide reading/communication arts plan based on the Pennsylvania Comprehensive Reading Plan (PCRP).

The Contract Services division sponsored general training and information sharing to assist educators in their efforts to improve students' motivation for learning and to facilitate students' acquisition of basic skills. The division conducted workshops for 800 teachers, 200 paraprofessionals, seventy-eight principals, and thirty supervisors. In addition, 465 teachers, parents, and administrators received training at a regional conference. Direct services were provided to eighty-four Title I schools. Areas of training emphasis during the current school year included introduction to Affective Education, discipline, involving parents, test-taking tactics, responding to literature, oral and written communication expectations, mastery learning, and student team learning.

Mastery Learning is an educational approach which starts from two basic assumptions: (1) virtually all students can learn the basic academic content of any given unit of study to a level of excellence, and (2) the primary function of the schools should be to define mastery goals and to help all students achieve them. During the current school year thirty-four teachers received thirty hours of training and four to eight follow-up visits each in Mastery Learning. The major content areas of training included a review of mastery theory and methodology, applying mastery learning to higher order thinking skills, and overcoming the psychological blocks to learning.

The Parent Training program, in recognizing the need for collaboration between home, school, and community, provides training for parents in appropriate ways to help their children succeed in school and in child-rearing approaches recognized as essential to the psychological, physical, and intellectual growth of children. During the current school year this division conducted training for approximately 2,000 parents from thirty-two schools. The training sessions ranged from one workshop to a series of eight workshops at one site. The major content areas of training included discipline versus punishment, developing social skills in children, parents as a resource, and parent-child communications.

ATTAINMENT OF OBJECTIVES

Objective 1: Students whose teachers receive training and support from the Communications Network component will evidence significant ($p<.05$) improvement in writing skills as measured by pre and post administrations of a picture stimulus test.

This objective was attained. A picture stimulus test (PST) was administered during the fall (pretest) and spring (posttest) to all project students with a random sample of classrooms being selected for test analysis. The students were directed to write a story about a picture presented to them. The students were given an unlimited amount of time to write and encouraged to complete a story before returning it for analysis. Eighty-five percent (85%) of the 41 students in grade two showed improvement of one or more writing skill levels on the posttest of the PST. Sixty-eight percent (68%) of the 38 grade four student improved one or more levels, and seventy-two percent (72%) of the 32 grade six students improved one or more levels. Of all pupils given the pretest and posttest (111), seventy-six percent (76%) improved in performance. Writing skill improvement from one level to another (irrespective of grade) means improvement in areas such as use of a more complex sentence structure, expressive word choices, ability to express several thoughts on the same subject, and satisfactory spelling. It was the joint decision of the project staff and evaluation team to analyze the results of the PST using a protocol developed by Roger A. McCaig (The Writing of Elementary School Children, 1972) instead of the procedure stated in the objective. This analysis provided qualitative as well as quantitative data of writing progress.

Objective 2: Students whose teachers receive training and support from the Communications Network component will evidence improvement in reading comprehension to the extent that at least 80% will gain at least one reading level and 50% will gain at least two reading levels between pre and post administrations of the Informal Reading Inventory.

This objective was fully attained. Comparable Informal Reading Inventory (IRI) results were submitted for 575 students in grades 1-6. A total of 509 (89%) gained at least one level and 297 (52%) gained at least two levels between fall (September/October) and spring (May) test administrations. Sixty-six (11%) students failed to show any gain, while 82 (14%) students gained three levels, five gained four levels, and one student gained six levels.

Objective 3: Students whose teachers receive training and support in Mastery Learning will learn basic academic curricula with greater success than previously reported to the extent that 70% of these students will master (obtain a minimum score of 80% correct) 80% of the unit tests during the school year.

This objective was not attained. Usable test data from 21 teachers who taught 190 units of study using the mastery learning approach revealed that at least 70% of participating students achieved mastery on 135 (71%) units. It should be noted that although the objective was not attained the results are noteworthy for Title I students. In effect, these findings may be translated into the following statements: 7 of every 10 students achieved an A or B letter grade for their performance on 7 of every 10 units of study throughout the school year.

Objective 4: At least two-thirds of the teachers receiving training and support in Expectations will report on a specifically designed survey significant changes in at least two teaching behaviors and in at least two school related operational characteristics that have been identified as critical elements of the network of expectations that support learning.

This objective was considered attained. The Expectation Project Survey was completed by the faculty members at the three schools where intensive services were provided. The results indicated that 78 (69%) of 112 teachers reported significant positive changes in at least two teaching behaviors. Moreover, 73 (66%) of 110 teachers reported significant positive changes in at least two school-related operational characteristics. All of these changes were in areas considered as critical elements of the network of expectations that support learning in each school.

Objective 5: A select group of at least ten parents will receive training and support in the philosophy and techniques of parenting and will, in turn, train an additional group of at least 50 parents to the extent that at least 70% of these parents will express an understanding of at least two basic concepts or procedures and will provide an illustrative example where two concepts or procedures are most appropriately applied as indicated by telephone interviews conducted by members of the parent training team.

This objective was fully attained. A select group of 12 individuals received training and support in the philosophy and techniques of parenting so that they could conduct parent workshops. This group became known as the Parent Training Team (PTT). Members of this PTT conducted a series of three workshops for parents from a specific school. This series focused on one major theme related to student learning (e.g., communication skills, discipline versus punishment). Telephone interviews were conducted by the PTT to determine the success of the training sessions. Each member of the PTT interviewed parents from a group other than the group for which he or she delivered training. One hundred twenty-one parents were interviewed by the PTT. This training was determined to be successful because 98 percent (118) of the parent participants who attended two or more sessions expressed an understanding of at least two basic concepts or procedures of the training sessions and provided illustrative examples where the two concepts or procedures were most appropriately applied.

IMPACT

The project was fully implemented according to its intended mode of operation. Its Title I services emanated from five branches: Achieving Schools, Communication Network, Contract Services, Mastery Learning, and the Parent Training Program.

Four of this year's five objectives were attained or considered attained. The attainment of Mastery Learning was not achieved because at least 70 percent of the participating students achieved mastery on only 71 percent of the units instead of the expected 80 percent.

It was found that students participating in the Affective Education Program (AEP) generally improved in their writing skills from the beginning to the end of the current school year with 76 percent gaining one or more writing skill levels from pretesting to posttesting. Informal Reading Inventory test results revealed that students exceeded the predicted reading gains. More than 80 percent gained one reading level and more than 50 percent gained two reading levels. Even though the expected results were not fully attained for student performance on mastery learning, it should be noted the results were still quite good for Title I students. More than two-thirds of the teachers indicated that the AEP facilitated significant positive changes in two teaching behaviors, and two-thirds of the teachers indicated positive changes in at least two school-related operational characteristics. Finally, an overwhelming percentage (98%) of the parents who were interviewed by the Parent Training Team expressed an understanding of two basic concepts or procedures of the training sessions and were able to provide an illustrative example of where these concepts or procedures were appropriate.

BENCHMARK
Abstract

ADMINISTRATOR:	Edmund J. Forte
HEADQUARTERS:	Room 118, 21st Street and Parkway
TELEPHONE:	299-7819
PBRS CODE:	11-02-507
OPERATING YEARS:	1974-1980
GRADES SERVED:	4-6
NO. OF PUPILS:	1,054
NO. OF SCHOOLS:	31
NO. OF EMPLOYEES:	Professional 34, Paraprofessional 62, Clerical 2
CURRENT BUDGET:	$1,932,000
SERVICE PROVIDED:	Teachers assisted by aides provide intensive instruction in the basic skills (with emphasis on reading and mathematics) to reduced-size self-contained classes.
EVALUATION TEAM:	Arnold Escourt, Josephine Amoto, Fleta B. Waters

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OBSERVED ACTIVITIES

The evaluation team visited sixteen of the thirty-one participating schools and recorded twenty-three classroom observations. Teachers emphasized reading and mathematics skills within the self-contained classroom. All but two of the teachers observed used pupil grouping techniques as their key management approach to instruction. The model observed most included the teacher working with one group and the aide working with another group, while the remainder of the children worked as individuals or as part of a third grouping.

Most instructional periods focused on one topic or skill area, however, there were instances when a variety of subjects and skills were being worked on by the pupils. The transition from lesson to lesson and activity to activity was usually done very smoothly, sometimes it was almost imperceptible. The materials and class assignments appeared to meet the needs and be at the instructional level of the pupils. Many classrooms were gayly decorated and had creative bulletin boards. Efforts of pupils were usually displayed.

Project coordinators were observed visiting teachers, delivering materials, sharing information, and instructing children. The coordinators also planned and conducted the monthly, all-day staff development sessions. Based upon observations and project data, Benchmark was selected by the Pennsylvania State Diffusion Panel as an "exemplary program." The only key change in the program this year was the reduction in class size to seventeen pupils.

ATTAINMENT OF OBJECTIVES

Objective 1: Reading Skills - Of those participating in the Benchmark Project with an attendance of 80% or more for the school year, 50% will achieve a 90% mastery level on the phonics test administered and 40% will gain two book levels on the McCracken Standard Reading Inventory.

This objective was fully attained. An 85 item phonics inventory was administered to pupils in each class in mid-May. Of the 882 pupils tested, who met the attendance criterion, 513 or 58% attained a 90% mastery level. Based upon the McCracken test, administered individually to pupils in October and May, 62% of the pupils gained two or more instructional book levels. These gains exceeded the results of the prior school year. It was also found that 91% of the pupils had mastered the words in the Dolch list.

Objective 2: Mathematics Skills - By the end of the school year, 60% of the pupils with an 80 percent or greater attendance rate will gain one level in mathematics skills and 30 percent will gain two or more levels as measured by the Philadelphia Mathematics Evaluation Test.

This objective was attained. Of 794 pupils with pretest and posttest scores, 81% gained at least one math level and 47% gained two or more levels. These mathematics results also exceed the prior year's results.

IMPACT

The Benchmark project has continued to provide an intensive but sensitive program of instruction in the basic skills. The original concept of a trained and concerned teacher in a self-contained classroom assisted by an aide has proven its effectiveness. Consistency of the program is due not only to the effort of the teachers and aides, but also to the project staff who provide staff development at meetings and in the classroom.

BILINGUAL EDUCATION

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-538
OPERATING YEARS:	1972-1980
GRADES SERVED:	K-8
NO. OF PUPILS:	Nonpublic 1,100
NO. OF SCHOOLS:	Nonpublic 14
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 12, Clerical 2
CURRENT BUDGET:	$565,100
SERVICE PROVIDED:	Instruction in English language and/or basic skills is provided, in three different settings, for children of limited English speaking abilities.
EVALUATION TEAM:	Robert M. Offenberg, Bob Epstein, Carlos Rodriquez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. It is designed to enable pupils to participate in regular programs with their native English-speaking peers as early as possible. Reading and reading readiness skills were stressed at all levels of the program. During the spring 500 pupils were served in the Kindergarten, the Cariño Center, and the Auxiliary Teacher components.

Kindergarten classes served pupils who were Spanish dominant or scored below the 50th percentile on a test of environment concepts. Between 50% and 60% of these pupils were Spanish-speaking and the remainder English-speaking. Each class had a bilingual teacher and at least one aide who spoke Spanish. At one visit a parent volunteer was observed helping in classroom activities.

One project school is served by an all day kindergarten and five project schools are served by two half-day kindergarten classes. Since morning classes are longer, the classes alternate between morning and afternoon sessions every few months. Parents' adherence to this schedule and their participation in kindergarten activities suggest a high degree of involvement in these classes. Spanish and English were used in the kindergarten classes.

The Cariño Center is staffed by a full-time teacher and an aide and offers a full-time bilingual program for monolingual Spanish-speaking pupils in grades 1-8 from the feeder schools. The Cariño Center has served 26 monolingual pupils

this year. Small group instruction, with frequent alternation of English and Spanish, was observed. Content areas such as mathematics tended to be taught in English.

Pupils usually attend the Cariño Center for one or two years. At year end, the Cariño Center staff reviews pupils progress and, if they have acquired basic skills in English, pupils return to the feeder schools where they and other pupils needing assistance continue to receive special instruction in small groups through the Auxiliary Teacher component, which provides intensive English language arts instruction. Pupils participated in this component for up to one hour per day. In 6 visits to these classes, evaluators found Spanish used infrequently. Some pupils received additional, specialized instruction in other programs offered at these schools.

Pupils were admitted into the program after a multi-faceted and rigorous screening procedure. Following the recommendations of state evaluators, special emphasis has been placed in assuring the eligibility of pupils for service.

Project management has reported increased individualization in the instruction and attributes this to staff development conducted last year. Classroom aides frequently provided assistance in order to facilitate small-group instruction.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating kindergarten pupils will improve their English language skills to the extent that, between the September and May administrations of the James Language Domenance Test 75% of the Spanish Dominant will advance to another category (indicating a greater degree of bilingualism), and the mean score on the English subtest will increase significantly ($p<.05$).

This objective was attained. More than 75% of the kindergarten pupils classified as Spanish dominant advanced to a higher category, indicating a greater degree of English proficiency. The mean score on the English subtest increased significantly.

In September most pupils (85%) were in the category 1, which is the lowest (most Spanish-dominant) category. In May most pupils (77%) were in the category three of the five categories. Ninety eight percent of those in category 1 advanced to a higher category.

A t-test for correlated means was computed to determine whether the increase in English subtest scores was statistically significant. The change in average score was 7.6 which was far more than needed for the statistically significant change specified in the objective.

Objective 2: Participating kindergarten pupils will improve their reading readiness to the extent that, in May, they obtain a mean raw score of 18 on Part 3 (Letters and Sounds) and on Part 4 (Aural Comprehension) of the Stanford Early School Achievement Test (SESAT).

This objective was attained for the Letters and Sounds subtest and was considered attained for Aural Comprehension. The mean raw score of the 239 kindergarten pupils on the Letters and Sounds subtest of the SESAT was 22.0, which exceeded the criterion stated in the objective. The mean raw score of the pupils on the Aural Comprehension subtest was 17.9, slightly less than the criterion stated in the objective.

Objective 3: Participating pupils in Grades 1-8 will increase their instructional reading level to the extent that, between September pretest and May posttest, 75% of them will gain at least one book level as measured by the Houghton Mifflin Reading Inventory.

This objective was attained. Tabulation of the Houghton Mifflin IRI performance of pupils tested in both the fall and spring showed that 92.2% or 188 pupils, attained the criterion.

Fifteen of the 20 pupils attending the Cariño center were not pretested because they were monolingual in Spanish when they were admitted to the program. In May they had English IRI scores ranging from preprimer to fourth grade. These pupils were not a part of the analysis.

Objective 4: Project pupils will develop their mathematics skills to the extent that, in May, 50% of the kindergarten pupils will attain GE scores of at least 0.8, and between September pretest and May posttest, 60% of the pupils in grades 1-8 will make a month-for-month gain in GE score as measured by the KeyMath Diagnostic Arithmetic Test.

This objective was attained. A total of 239 kindergarten pupils were tested, and 91.2% scored 0.8 or above. Mathematics instruction was offered to 25 pupils at the Cariño Center and one elementary school. Seventeen of the 25 pupils gained one month of grade equivalent score for each month of instruction, thus exceeding the criterion.

IMPACT

The project was fully implemented according to its intended mode of operation. Instruction in the mother tongue was observed at the Cariño Center and in kindergarten classes. In the Auxiliary teacher component intensive instruction in English was provided.

All of the project's goal was attained or considered attained. Considerable progress has been made in improving pupils' scores in the Aural Comprehension section of the SESAT.

BRIDGE
Abstract

ADMINISTRATOR:	Leontine D. Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	11-02-585
OPERATING YEARS:	1977-1980
GRADES SERVED:	2-4
NO. OF PUPILS:	2,335
NO. OF SCHOOLS:	18
NO. OF EMPLOYEES:	Professional 5, Paraprofessional 72, Clerical 1
CURRENT BUDGET:	$1,158,400
SERVICE PROVIDED:	This is a basic skills project which provides services designed to improve cognitive performance.
EVALUATION TEAM:	Thomas McNamara, Herman Carter, John McKinney

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OBSERVED ACTIVITIES

Implementation as intended was partially attained in the program as a whole this past year. Some schools had excellent implementation. There appeared to be no schools which did not display considerable improvement in implementation during the year.

Some of the principal positive factors affecting implementation were: (1) almost all principals continued to provide full support for the program, (2) the program was generally able to maintain a stable, cooperative classroom staff, and begin building on experience in the program, and (3) the training coordinators continued to be very well received, which allowed them to provide consistent staff development throughout the year.

Funding was again not available for parent scholars and special supportive services; a number of schools, however, appeared to have very effective parent volunteer programs.

ATTAINMENT OF OBJECTIVES

Objective 1: In at least 2/3 of the program schools there will be a smaller percentage of second grade pupils scoring below the 16th or below the 50th percentile in Total Reading and Total Mathematics on the California Achievement Test (CAT) administered in February, 1980 than was the case for the total second grade group in these same schools in February, 1979.

This objective was considered partially attained. Full attainment would have required that 11 of the 16 schools show this kind of improvement in either below 16th or below 50th %ile performance. (Only 16 of the 18 Project Bridge schools are included in the comparison because two schools did not have second grade program classes in 1978-1979). Since nine schools showed improvement in both below 16th and below 50th %ile performance in both Total Reading and Total Math, i.e., nine schools in both areas on the below 16th %ile indicator, and nine in both areas on the below 50th %ile indicator, the objective was considered partially attained.

Objective 2: In at least 1/2 of the program schools, fourth grade pupils in Total Reading and Total Mathematics on the CAT administered in February, 1980 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total fourth grade group in these same schools in February, 1979.

This objective was fully attained. Improvement by nine of the 18 schools in both areas on either performance indicator was required for full attainment. At least nine schools showed this kind of improvement on both indicators, i.e., 10 and 14 schools respectively improved in Total Reading and Total Math in below 16th %ile performance, and 9 and 13 respectively improved in these two areas in below 50th %ile performance.

Objective 3: In at least 1/2 of the program schools there will be at least an average of one hour of parent volunteer time monthly to match the number of children in the program in those schools.

This objective was not attained. None of the schools met this parent involvement criterion.

IMPACT

There was partial attainment of the intended level of implementation in the program as a whole. Some schools exhibited very high levels of implementation; there was at least noticeable improvement in implementation in every school during the course of the year.

There was considered partial attainment of the improvement objective in second grade Reading and Mathematics. There was full attainment of the objective regarding fourth grade improvement in these two subject matter areas. Though some schools appeared to be developing effective parent volunteer programs, there were no schools which met the criterion established for the objective in this area.

Based on the above findings, Project Bridge has shown noticeable improvement over the previous two years in both implementation and attainment of objectives.

COMPREHENSIVE MATHEMATICS "A":
ELEMENTARY MATHEMATICS RESOURCE TEACHER
Abstract

ADMINISTRATOR:	Alexander Tobin/James Bonner
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	11-02-523
OPERATING YEARS:	1972-1980
GRADES SERVED:	1-8
NO. OF PUPILS:	39,000
NO. OF SCHOOLS:	107
NO. OF EMPLOYEES:	Professional 110, Paraprofessional 80 (full and part-time), Clerical 2
CURRENT BUDGET:	$3,789,400
SERVICE PROVIDED:	The mathematics resource teacher gives remedial instruction to groups of selected pupils seriously deficient in mathematics skills, and direction and training to mathematics teachers to implement the school's program and improve teaching skills.
EVALUATION TEAM:	Arnold Escourt, Josephine Amato, Fleta B. Waters

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OBSERVED ACTIVITIES

The Elementary Mathematics Resource Teacher (EMRT) Project was fully implemented as planned during the 1979-1980 school year. Four, half-day staff development sessions were conducted by the project coordinator. Motivational activities and problem solving skills were discussed. A session at the Durham Center also provided an opportunity for teachers to make instructional materials for use with their students.

Under the responsibility of a mathematics supervisor appointed this year, six half-day staff development sessions were scheduled for 36 aides with prior experience, and eight half-day sessions were scheduled for 44 aides hired in 1979-1980. Topics included mathematics terminology, concepts, techniques, and activities to promote computational skill development.

Twenty-one of the 108 EMRTs were interviewed and observed working with their remediation groups. Interview responses indicated that EMRTs allotted 12 to 19 periods to remediation and an average of 7.2 periods to staff development, 4.6 periods to monitoring students' progress and prescribing programs of instruction, and 3.3 periods to making or organizing instructional materials.

The 21 EMRTs interviewed were providing remediation services to 48-100 students (an average of 74 students per EMRT) three times a week. Students were selected for remediation based on their CAT Concepts and Problem Solving

scores (lowest scorers were given first priority) and the availability of time in their schedules. The EMRTs also assisted Title I eligible students who could not be served in remediation groups by providing them with individual or group instruction within their regular classrooms and by assisting their classroom teachers.

The EMRTs' staff development efforts included presentations and workshops for teachers (EMRTs planned an average of 11 meetings throughout the year) and the provision of instructional materials and assistance to teachers upon request (EMRTs reported an average of 17.6 contacts with teachers per week). The EMRTs reported that they planned from one to seven presentations for parents during the school year (an average of 2.6 parent meetings were planned) and had an average of 6.2 contacts with parents each month.

Student attendance at the 21 remediation sessions observed averaged 80%. Each remediation group was observed for 30 minutes. Every five minutes the instructional focus of students' activities during the preceding five minutes was recorded. Over all groups, for all six scans, activities focusing on basic computational skills (addition, subtraction, multiplication, and division) were observed during 70% of the scans, fraction skills during 15%, and practical application skills during 14%. The EMRTs used a variety of manipulative materials, instructional aids, games, worksheets, and lecture/discussion presentations to develop students' computational skills. In 16 of the 21 remediation classes, the EMRTs worked with all students on the same activity for most of the session observed; in five classes students were working on individualized tasks or were separated into groups for instructional purposes.

Eighty aides were assigned to EMRTs at selected schools to assist EMRTs and teachers with direct instructional services to students and with non-instructional tasks. The activities of aides were assessed by a review of their Daily Activities Logs and by observation of their activities in the classroom. Ten aides were observed: five were circulating among students providing assistance as needed, three were working with small groups, and two were assisting one or two students at a time.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in grades two to eight who attended at least 70% of the remediation session between October and April will improve their mathematics skills to the extent that they gain an average of two levels on the Numeration, Whole Numbers, and Fractional Numbers Sections of the Philadelphia Mathematics Evaluation Tests during the 10 month school year.

This objective was attained. Title I pupils selected for remediation were tested in October and in May to assess their level of mathematics attainment.

Records submitted by each teacher indicating each child's scores and attendance were examined by the evaluator for completeness and accuracy. The machine readable forms were then scanned and edited by programs designed for that purpose. Only those pupils who met the rigorous standards were included for the evaluation. Pupil records with invalid identification numbers, missing California Achievement Test scores, incorrect attendance data, or missing math levels scores were deleted from the final analysis. A total of 7,941 pupils were served. Their records were checked, and 6,156 had pairs of Math level scores. Analysis of the data indicated that there was an average of .23 remediation levels gained per month in the program, or, for the ten month school year, a gain of 2.3 levels. This gain exceeds the criterion.

Objective 2: Fifty percent (50%) of these pupils will exceed their Feburary 1979 percentile ranks on the 1980 administration of the Computation Section of the California Achievement Tests, and 15% of those pupils scoring below the 16th percentile will improve their scores.

This objective was attained. The 1979 scores of the California Achievement Test, Computation Section, were compared to the 1980 scores on a pupil by pupil basis. Only those pupils with pairs of data and more than two months in the program were included in the analysis. Of the 4,469 pupils meeting the criteria, 58% exceeded their 1979 scores.

Of the 2,200 pupils scoring below the 16th percentile in 1979, 74% improved their percentile ranking in 1980, and 45% scored at or above the 16th percentile.

Objective 3: The Elementary Mathematics Classroom aides will assist the Elementary Mathematics Resource Teachers or classroom teachers of Title I pupils by working at least 75% of the time with individuals or small groups in the mathematics center or the classroom during a mathematics lesson and not more than 25% of the time performing clerical work, performing housekeeping tasks, and/or preparing and maintaining instructional materials. These activities will be verified by the evaluator's examination of the aide's Weekly Summary of Activities Log and observations made with the Observational Checklist. Aides will be assigned to work with participating pupils in grades 2-3, 4-6, and 7-8.

This objective was fully attained. Observations of this part of the program were made, and interviews were held. During three one-week periods in December, January, and April, aides reported their use of time based upon six categories. A summary of the three sample weeks for the 80 aides indicated that 76% of their time was used in direct service to individuals or small groups of pupils. Other tasks, such as clerical or housekeeping jobs, each took less than 5% of their time.

IMPACT

The Elementary Math Resource Teacher (EMRT) project, which has been serving pupils since 1972, continues to provide a needed service. The project has

been implemented as planned. Resource teachers provide remediation to selected pupils and act as a resource to school staff. The aide component of the project provided the services of one math aide for each of the 80 schools being served. Aides were found to work with individuals or groups of pupils during 76% of their time.

Data analysis indicated that pupils improved their skills as expected. When pupils' pretest scores were compared to their posttest scores during the months served, it was found that pupils gained an average of 2.3 math levels for the 10-month school year.

A review of pupil gains based upon the California Achievement Tests results showed that 58% exceeded their 1979 scores, and 45% of those pupils scoring below the 16th percentile in 1979 scored at or above the 16th percentile this year. Teachers and aides in this project have provided the proposed services which have had a positive impact on pupils.

COMPREHENSIVE MATHEMATICS "B":
JUNIOR HIGH/MIDDLE SCHOOL MATHEMATICS SPECIALIST
Abstract

ADMINISTRATOR: Alexander Tobin/Alan Barson
HEADQUARTERS: Room 311, 21st Street and Parkway
TELEPHONE: 299-7811
PBRS CODE: 11-03-523
OPERATING YEARS: 1975-1980
GRADES SERVED: 7-9
NO. OF PUPILS: 13,580
NO. OF SCHOOLS: 22
NO. OF EMPLOYEES: Professional 23, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $718,900
SERVICE PROVIDED: A mathematics specialist provides staff development to teachers, remediation to eligible pupils, and leadership in implementing the school's mathematics program.
EVALUATION TEAM: Arnold Escourt, Josephine Amato, Fleta B. Waters

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OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented during 1979-1980. The Division of Mathematics Education provided staff development workshops for the math specialists one afternoon each month with the exception of March and June; in March specialists were encouraged to attend the annual meeting of the National Council of Teachers of Mathematics. Workshops topics included problem solving, motivational activities, test construction, and using mini-computers, puzzles, and games to enhance students' computational skills.

Thirteen of the 22 Junior High School specialists were interviewed and observed working with their remediation groups. Interview responses indicated they had allotted 16 periods to remediation and, on the average, 8.5 periods to staff development, 3 periods to monitoring students' progress and prescribing programs of instruction, and 3.5 periods to making and/or organizing instructional materials. The 13 specialists interviewed provided remediation to 79-125 students in grades 7-9 (an average of 110 pupils per specialist) for two remediation periods each week. Students were selected for remediation based on their Concepts and Problem Solving scores from the California Achievement Tests (lowest scorers were given first priority) and the availability of time in their schedules. The specialists assisted Title I eligible students who could not be served in remediation groups by providing individual or group instruction within their regular mathematics classrooms.

The interviews revealed that specialists' efforts in staff development included presentations and workshops for teachers (the average number planned for the year was 6.3) and the provision of instructional materials and assistance to teachers as requested (an average of 13.1 teacher contacts per week). Seven of the 13 specialists reported they often assisted teachers with math methods and activities, seven of 12 reported they often provided help to teachers in using the "Levels" approach to math, and nine of 11 reported they often assisted new and substitute teachers in preparing math lessons.

Students were assigned to remediation groups primarily on the basis of grade level and the availability of time within their schedules. Each remediation group was observed for 30 minutes. At the 13 remediation sessions observed, attendance averaged 64%. Every five minutes the instructional focus of students' activities during the preceding five minutes was recorded. Over all groups, for all six scans, activities focusing on basic computational skills (addition, subtraction, multiplication, division) were observed during 76% of the scans, fraction skills during 21%, decimal skills during 23%, and practical application skills during 35%. The specialists used games workbooks, worksheets, instructional aids, and lecture/discussion presentations to develop students' competencies. In seven of the 13 classes, the specialists instructed all students in the same activity; in the remaining six classes, students worked on individualized tasks for most of the session observed.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils in Grades 7-9 who attended at least 75% of their remediation sessions will improve their mathematics skills to the extent that on the February 1980 administration of the Computation section of the California Achievement Test 20% of these pupils will exceed their February 1979 percentile ranks.

This objective was fully attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to students in Title I schools in February 1979 and 1980. Records of 2,309 participating students were examined for completeness and accuracy. Data from students who lacked CAT test scores, who entered the program after December 1979, who received service for less than three months, or were lacking other key information, were not included in the final analysis (756 pupils).

Students percentile ranks on the Computation Section of the CAT for February 1979 and 1980 were compared to assess achievement gains. The data for 1,553 students were analyzed. Of the 919 students who attended at least 75% of their remediation sessions, 544, or 59% exceeded their 1979 percentile ranks in 1980. Project pupils far exceeded program expectations. Of those pupils in grades 7-9 scoring below the 16th percentile in 1979 with 75% attendance, 32% (203 pupils) scored at or above the 16th percentile in 1980.

Pupils meeting the attendance criterion had higher percentile rankings and higher scores in 1980 than pupils who did not meet the attendance criterion.

IMPACT

The Junior High/Middle School component of the comprehensive mathematics project was implemented as planned in 22 schools. The project was observed in operation and data were collected from all participating pupils. The mathematics specialists provided remediation to selected pupils and offered assistance to mathematics teachers and other staff members by providing suggestions, materials, pupil diagnoses, testing information, and curriculum.

When pupil CAT scores were compared for 1979 and 1980, 59% of the pupils with good attendance exceeded their 1979 percentile ranks. Of the pupils scoring below the 16th percentile in 1979, 32% were able to improve their rankings to the 16th percentile or above in the February, 1980 testing. Thus, observations and data indicate that this project is operating as planned.

COMPREHENSIVE MATHEMATICS "C":
SENIOR HIGH SCHOOL MATHEMATICS SPECIALISTS AND SKILL CENTERS
Abstract

ADMINISTRATOR:	Alexander Tobin/Alan Barson
HEADQUARTERS:	Room 311, 21st Street and Parkway
TELEPHONE:	299-7811
PBRS CODE:	11-04-523
OPERATING YEARS:	1975-1980
GRADES SERVED:	10-12
NO. OF PUPILS:	7,980
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 25, Paraprofessional 11, Clerical 0
CURRENT BUDGET:	$939,400
SERVICE PROVIDED:	Specialists: Mathematics specialists provide remediation to eligible pupils enrolled in 10th-grade mathematics classes and staff development to their mathematics teachers. Skill Centers: In skill centers, teachers and aides provide remediation in basic mathematics skills to eligible pupils who have completed the 10th-grade mathematics program.
EVALUATION TEAM:	Arnold Escourt, Josephine Amato, Fleta B. Waters

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OBSERVED ACTIVITIES

The two components of the Senior High School Mathematics project were fully implemented during the 1979-1980 school year. The Division of Mathematics Education provided staff development workshops for the math specialists, skill center teachers, and skill center aides one morning each month, with the exception of March and June. Workshop topics included problem solving, motivational activities, test construction, and using mini-computers, puzzles, and games to enhance students' computational skills.

The Specialist Program

Eleven of the 14 specialists were interviewed and observed working with a remediation group. Interview responses indicated they alloted 14-17 periods of their time to remediation, an average of six periods to staff development, 4.4 periods to monitoring students' progress, and 1.5 periods to making and/or organizing instructional materials. The number of students served by the specialists ranged from 100 to 130 students. All students were scheduled for two remediation periods each week except for four groups in one school who were scheduled for two periods every other week because they were participating in a special vocational program. Students were selected for remediation based on their CAT Concepts and Problem Solving scores (students with the lowest scores were given first priority) and the availability of time in their schedules.

Other Title I eligible students who could not be served in remediation groups (because of scheduling difficulties or because the number of eligible students exceeded the number of students who could be served) were provided services by the specialists individually or in groups, within their regular mathematics classrooms.

The specialists' staff development efforts included presentations and workshops for teachers (an average of six were planned for the year) and provision of instructional materials and assistance to teachers upon request (specialists reported an average of ten contacts with teachers per week). Five of the eleven specialists reported they often assisted teachers with methods and activities to improve their math teaching skills, and six of eleven reported they often provided assistance to teachers in using "Math for Today."

Student attendance at the eleven remediation sessions observed averaged 42%. Each remediation group was observed for 30 minutes. Every five minutes the instructional focus of students' activities during the preceding five minutes was recorded. Over all groups, for all six scans, activities focusing on basic computational skills (addition, subtraction, multiplication, division) were observed during 98% of the scans, fraction skills during 56%, decimal skills during 52%, and practical application skills during 35%. The specialists used games, workbooks, worksheets, instructional aids, and lecture/discussion presentations to develop students' competencies. In eight of the eleven remediation classes, students worked on individualized tasks for most of the session observed; in the remaining three classes, the specialists worked with all students on the same activity.

The Skill Centers Program

All eleven of the Skill Centers teachers were interviewed and observed working with a remediation group. Interviews revealed that during a given week they allotted 24 periods to remediation, an average of 3.8 periods to monitoring students' progress, and 2.2 periods for making and/or organizing instructional materials. Skill Center teachers, assisted by one aide, served from 144-180 students scheduled for two remediation periods each week. Each of the students served had completed the 10th grade mathematics program, had low scores on the CAT Concepts and Problem Solving section of the CAT (students with lowest scores were given first priority), and were available for remediation. In addition to direct service to students, Skill Centers teachers reported making presentations to departmental faculty and met with teachers and parents to discuss the program and student progress.

Students' attendance at the remediation sessions observed averaged 57%. Each remediation group was observed for 30 minutes. Every five minutes the instructional focus of students' activities during the preceding five minutes was recorded.

Over all groups, for all six scans, activities focusing on basic computational skills (addition, subtraction, multiplication, division) were observed during 71% of the scans, fraction skills during 76%, decimal skills during 50%, and practical application skills during 17%. The Skill Centers teachers used games, workbooks, worksheets, instructional aids and lecture/discussion presentations to develop students' competencies in basic computational skills. In six of the eleven remediation classes, students worked on individualized tasks for most of the sessions observed; in four classes, teachers worked with all students on the same activity; and in the remaining class, students were separated into groups for instructional purposes.

The activities of aides were observed in nine of the eleven remediation classes. Seven aides were observed working with individual students or circulating among them, offering help as needed; one aide was observing the teacher instructing the group; and one was engaged in clerical tasks.

ATTAINMENT OF OBJECTIVES

Tenth Grade Mathematics Specialist Program

Objective 1: Participating pupils in 10th grade mathematics classes who attended at least 70% of their remediation sessions will improve their mathematics skills to the extent that on the February 1980 administration of the Computation section of the California Achievement Tests 20% of these pupils will exceed their February 1979 percentile ranks.

The objective was attained. The Mathematics Computation section of the California Achievement Tests (CAT) was administered to students in Title I schools in February, 1979 and 1980. Attendance information was collected until the first week of May for all participating pupils.

Records of served students (1,417) submitted by teachers were carefully examined for completeness and accuracy. Data from students who lacked CAT test scores for either test administration, who entered the program after December 1979, who received service for less than three months, or who were lacking other key information, were not included in the final analysis (617 pupils). Percentile ranks on the Computation section of the California Achievement Tests for February, 1979 and 1980 were compared on a pupil by pupil basis to assess gains in student achievement. Of those 800 student whose data were accurately submitted, 372 attended at least 70% of the remediation sessions and 428 attended less than 70%. Fifty-three percent of the regular attenders exceeded their 1979 percentile ranks in 1980.

Skill Centers Program

Objective 2: Participating pupils who attended at least 70% of their remediation sessions will improve their mathematics skills to the extent that on the February

1980 administration of the Computation section of the California Achievement Tests 20% of these pupils will exceed their February 1979 percentile ranks.

This objective was attained. Data collection procedures for this objective were the same as for the Math Specialist Program, and the same criteria for deleting students' data from the analysis were applied for the assessment of this objective.

Records of 1,693 participating Skill Centers students were reviewed for completeness of information. Data for 576 pupils were not included because they did not meet the criteria discussed above. Data for 1,117 pupils were analyzed for evaluative purposes. It was found that 61% of the 629 students who attended at least 70% of their remediation sessions exceeded their prior year's percentile rank. This outcome surpassed the expectation. Of the 488 students who had less than 70% attendance, 47% exceeded their prior year's level.

IMPACT

The Senior High School Mathematics Program consisted of the Specialist and Skill Centers components. Together these programs served 3,110 students in grades 9-12. The programs were implemented as planned.

Pupils who attended both programs benefitted. Of those Specialist Program pupils with 70% attendance, 53% improved their percentile rankings based on the 1980 California Achievement Tests scores, and 24% of those who had scored below the 16th percentile now scored at or above the 16th percentile. In the skill centers, 61% of the pupils who attended regularly, exceeded their 1979 scores. Clearly, this project is helping those high school pupils who attend and take advantage of the instruction provided to them.

Overall, the Comprehensive Mathematics Program provided direct services to 13,360 pupils in the Title I public schools of Philadelphia. The total program was implemented as planned, and all objectives of all components were met.

AIDE SERVICES - KINDERGARTEN
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Constance Clayton
HEADQUARTERS:	Room 224, 21st Street at the Parkway
TELEPHONE:	299-7839
PBRS CODE:	11-01-506
OPERATING YEARS:	1966-1980
GRADES SERVED:	Kindergarten
NO. OF PUPILS:	1,800
NO. OF SCHOOLS:	30
NO. OF EMPLOYEES:	Paraprofessional 30
CURRENT BUDGET:	$372,600
SERVICE PROVIDED:	Aides provide assistance to teachers thus increasing the adult/pupil ratio and facilitating individualization of instruction and adult-pupil social interaction.
EVALUATION TEAM:	Robert N. Sebastian, Ethel Karan Goldberg, David B. Patton

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OBSERVED ACTIVITIES

The evaluation consisted primarily of observations of kindergarten aides and interviews with the teachers they assisted. Thirty-three observations of twenty aides were completed from October to March. Thirteen aides were observed once, four aides were observed twice, two aides were observed three times, and one aide was observed six times.

Observations were made by the evaluator using an observational checklist during thirty-minute observational periods. Following each observational period the evaluator interviewed the aide and the teacher she was assisting. The kinds of help provided for Title I pupils by aides fell into the categories of instructional services; physical services; clerical duties, and housekeeping duties. The majority of kindergarten aides' instructional time was spent in the areas of pre-reading and reading help and mathematics help. The aides reinforced skills in those areas after they had been introduced to the pupils by the classroom teacher. Seventeen aides each assisted one teacher on a full time basis, and three aides each assisted two teachers.

The data gathered from personal interviews with aide-assisted teachers indicated that the teachers were satisfied with the aides' help. The teachers felt that their aides provided the necessary reinforcement needed by Title I pupils to adequately master their kindergarten learning tasks. Teachers also reported they had a greater opportunity to help smaller groups of pupils as well as selected individuals because of their aides' assistance.

Kindergarten supervisors also continued to provide individual consultative as well as group-workshop help to the kindergarten aides.

ATTAINMENT OF OBJECTIVES

Objective 1: Efficient use of the aides' time will be maintained by teachers so that aides will spend at least 60% of their time in supervising and/or working with one or two children or small groups (from three to seven children), not more than 30% of their time in clerical tasks (e.g., grading, record keeping), and not more than 10% of their time in such tasks as class trips, operation of A/V equipment, housekeeping, and other activities. This will be verified by aide and teacher interviews and observations made by members of the evaluation team using the Observational Checklist.

This objective was attained. In total, 33 observations of 20 aides were made. In order to arrive at the total observations, thirteen aides were observed once, four aides were observed twice, two aides were observed three times, and one aide was observed six times. Tabulation of data from the observational checklist indicated the following: On the average, kindergarten aides spent 97% of their time in supervising and working with one or two children or small groups, as compared to a criterion of 60%. More specifically, aides engaged in the following activities: instructional (teaching), physical (working with materials, etc.) or socio-emotional (rewarding, directing pupils, etc.). Secondly, the aides were found to spend two percent of their time doing clerical tasks compared with the maximum allowable 30%. This included such activities as duplicating instructional materials and keeping records of pupils' performance. Thirdly, one percent of their time was spent in carrying out housekeeping duties like cleaning and straightening the classroom compared with the maximum allowable 10%.

More specifically, aides spent the following percentages of time in these "direct service to pupils' activities: 21% in instructing one or more groups of pupils 13% in physically preparing instructional materials for pupils' immediate use, three percent in individually instructing pupils, 29% in moving around the classroom to provide help, seven percent in physically accompanying pupils while they were performing their tasks, and one percent in distributing and/or collecting materials. The aides' help was provided in these subject areas: 59% in language arts, 12% in math related areas, 10% in miscellaneous school subject areas, and 19% in areas not directly related to any particular subject area.

IMPACT

The objectives of the project were fully attained. Observational checklist data and teacher interview data showed that direct and indirect services to pupils were provided as outlined in the project's planned method of operation. Staff development and training activities were again provided this year in an effort to help aides keep up with the latest techniques.

One major benefit of the use of aides was the lowering of the pupil-to-teacher ratio. Also, aides continued to reinforce the basic skills introduced by the classroom teacher. Aides reported feeling comfortable and satisfied with their roles in the classroom.

AIDE SERVICES - PARENT SCHOOL AIDES
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street at the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-613
OPERATING YEARS:	1966-1980
GRADES SERVED:	K-8
NO. OF PUPILS:	Non Public 9,904
NO. OF SCHOOLS:	Non Public 54
NO. OF EMPLOYEES:	Professional 1, Paraprofessional 220, Clerical 1
CURRENT BUDGET:	$1,128,900
SERVICE PROVIDED:	Parents are employed 20 hours per week in nonpublic schools and assigned to classes to assist eligible pupils in reading and mathematics.
EVALUATION TEAM:	Robert N. Sebastian, Ethel Karan Goldberg, David B. Patton

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OBSERVED ACTIVITIES

Parent Aides served as instructional auxiliaries in elementary and secondary non-public schools, working with small groups and individual students in reading and mathematics.

The aides received ongoing training in both subject areas and teaching techniques throughout the school year. Aides were required to attend monthly inservice programs which ranged from topics dealing with the construction and use of games for reinforcing reading skills to workshops in affective education. Nine inservice programs were held during the 1979-1980 school year at various school sites.

In addition to the monthly inservice programs, the aides were visited approximately six times during the year by their supervisor, who provided additional instruction in the teaching of grammar, mathematics computation, reading comprehension, etc. Furthermore, newly appointed aides were required to attend additional training sessions in specific skills throughout the year.

During the 1979-1980 school year, a series of observations of classes in twelve randomly selected schools indicated that the parent aides were performing their duties efficiently and effectively, as specified in the project's stated objectives.

ATTAINMENT OF OBJECTIVES

Objective 1: The aides' time will be efficiently used in that (a) at least 90% of the observations will show some degree of individualization of learning tasks; (b) at least 25% of the aides' time will be spent in directly supervising or actually assisting only one or two pupils; (c) at least 25% of the teachers' time will be spent with less than one-half of the class, either actively teaching or directly assisting pupils.

This objective was fully attained. During the 1979-1980 school year, the evaluation team visited twelve schools, randomly selected from the list of 54 participating schools. Classroom observations indicated that 98% of the learning tasks employed in the classroom were instructionally differentiated in that two or more tasks were employed at the same time in one classroom. This exceeded the 90% criterion. Observations of the classroom aides indicated that 42% of the aides' time was spent in tutoring one or two pupils. This exceeded the 25% criterion. Teachers were observed spending 80% of their time with less than one-half of the class, either teaching or providing individual assistance, far exceeding the expected 25% criterion.

IMPACT

The extensive opportunity afforded aides to maintain and upgrade their skills through monthly in-service programs combined with on-site monitoring and instruction of aides by supervisors, accounts, in large part, for the continued effectiveness of the Parent Aide project. Instruction of aides by persons within the project was supplemented with presentations and instruction by specialists in other, related projects. Training in small group management, affective education, and motivation techniques, as well as applied workshops and seminars in basic skills areas, enabled the aides and teachers to give individualized and intensive attention to all Title I pupils.

DISTRICT 1 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Parthenia Twisdale
HEADQUARTERS: Locke School
TELEPHONE: EV 6-8540
PBRS CODE: 11-02(18, 03, 04, 05)-571
OPERATING YEARS: 1970-1980
GRADES SERVED: PK-12
NO. OF PUPILS: Elementary 8,416, Secondary 6,117
NO. OF SCHOOLS: Elementary 23, Secondary 7

TOTAL NO. OF EMPLOYEES:

	Elementary	Secondary
Professional	3, 1 (part-time)	42
Paraprofessional	134 (part-time)	3
Clerical	1	0

CURRENT BUDGET: Elementary $642,800, Secondary $1,022,400, Total $1,665,200
SERVICE PROVIDED: Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.
EVALUATION TEAM: Thomas Clark, Harry Vincenzi

OBSERVED ACTIVITIES

The District One Title I Reading plan was fully implemented. Title I eligible children received supplementary instruction from Title I aides and/or Title I teachers. Most elementary schools provided expanded language arts periods of 1½ hours daily. Skills taught by the teacher were reinforced by the Title I aide for 15 pupils at a time. The remaining schools rostered Title I eligible children to reading skills centers for 45 minutes of daily instruction. Secondary pupils received 45 to 60 minutes of instruction 4 or 5 days weekly.

Ten schools had staff development sessions with emphasis placed on working with new teachers. Activities included demonstration lessons and a review of program objectives. Teachers received staff development this year on a school by school basis. Emphasis was placed on Pupil Reading Competencies.

Title I aides received two staff development sessions on creative reinforcement for Title I pupils. The aides also received a handbook with Title I guidelines and activities. The District Reading Staff also conducted a workshop for aides which included a tour of the Language Arts Exhibit in District One.

The Reading Resource Teacher assisted most Title I schools with various instructional and supportive functions. Service related to instruction included assisting in the planning of the reading program and related staff development,

defining roles, discussing testing devices and results, helping teachers clarify their needs and improve their teaching, and planning parent meetings. Supportive services included explaining Title I forms, requisitions and guidelines, and delivering requested materials to the schools.

The Title I Secondary Reading Program supplemented the regular language skills program in eight Title I secondary schools. Classroom observations revealed that whole group instruction was used extensively and was supplemented by individualized instruction. Staff development activities reported in seven of eight schools, ranged from once a week to bi-monthly with the reading teacher in charge giving most of the sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: Kindergarten pupils in Title I eligible schools will maintain the previous year students' level of achievement in perceptual skills as indicated by comparison of the SESAT Letters and Sounds percentile ranks of the means for 1979 and 1980.

This objective was attained. District One kindergarteners exceeded the expected level of achievement by attaining a percentile rank of the mean equal to 77 in 1980 compared to a 72 in 1979.

Objective 2: The percentage of primary-grade pupils in Title I eligible schools scoring below the 50th percentile on the CAT Total Reading will be maintained or decreased in comparison to the previous year pupils in the same grade.

This objective was attained. The percentage of pupils scoring below the 50th percentile decreased in all three grades (1-3), ranging from a decrease of five percentage points in grade 2 to one point in grade 3.

Objective 3: The percentage of intermediate-grade pupils in Title I eligible schools scoring below the 50th percentile on CAT Total Reading will be decreased in comparison to the previous year pupils in the same grade.

This objective was attained. The percentage of pupils scoring below the 50th percentile on CAT Total Reading decreased in all three grades (4-6); grades 4 and 5 had a decrease of five percentage points while grade 6 decreased seven percentage points.

Objective 4: The percentage of pupils in Title I eligible secondary schools scoring below the 26th percentile on the CAT-Total Reading will be decreased in comparison to the previous year pupils in the same grade.

This objective was partially attained. The percentage decreased in five of the six secondary grades, with only grade 9 having an increase. Decreases ranged from four percentage points in grade 7 to one point in grades 8 and 12.

IMPACT

Pupils in all but one grade across District One Title I eligible schools experienced gains during the 1979-1980 school year on the SESAT and CAT. The large gains observed in the three intermediate grades (4-6) should be viewed in light of the generally small gains and losses found in previous years, and possibly reflect the emphasis placed on these grades by the District One Reading Office in their staff development activities. Even though gains were shown by the secondary schools in five of six grades, more than half of the students in grades 9-12 are still scoring below the 26th percentile on CAT Total Reading, indicating that the average student in these grades has serious reading skill deficiencies.

DISTRICT 2 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Frank Libbi		
HEADQUARTERS:	Drexel School		
TELEPHONE:	299-7205		
PBRS CODE:	11-02(18, 03, 04, 05)-572		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 6,902, Secondary 5,219		
NO. OF SCHOOLS:	Elementary 23, Secondary 7		
TOTAL NO. OF EMPLOYEES:		Elementary	Secondary
	Professional	3, 1 (part-time)	31
	Paraprofessional	90 (part-time)	2
	Clerical	3	0
CURRENT BUDGET:	Elementary $572,100, Secondary $744,300, Total $1,316,400		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.		
EVALUATION TEAM:	James P. Comerford, Margaret F. Carnvale		

OBSERVED ACTIVITIES

The District Two Reading Project was implemented in accordance with the district's reading plan. Title I resources were allotted to personnel, supplementary materials, and staff development activities. Project support staff at the district level were serving all District Two Title I eligible pupils.

Staff development was provided at all levels. Elementary language skills teachers attended monthly meetings at the District Office. One of the monthly meetings was held at the Durham Parent-Teacher Center. This gave the teachers the opportunity to prepare hands-on materials for use in their schools.

Secondary reading leaders received staff development on a bi-monthly basis. Topics of discussion included vocabulary enrichment and new materials for functional literacy.

The Title I reading aides received staff development three times during the school year. For the first meeting, schools were divided into two clusters. The clusters were based on geographic location of the schools within the district.

This was done to facilitate active participation at the staff development session by making the meeting site more convenient. The second meeting was held at the Durham Parent-Teacher Center. Aides were given the opportunity to make material for student use for reinforcement of pupil competency skills in reading. The third meeting was entitled: Reading Teacher-Reading Aide Mini-Conference. After a keynote address, the reading aides cycled to attend two workshops chosen from five interest areas that were available. Each session was conducted by two or more elementary language skills teachers.

The District Two Reading Team provided workshops and staff development at the school level on the following topics: Test-Taking Competencies, Vocabulary in the Content Areas, Children's Literature, and Games for Reinforcement of Pupil Competency Skills.

An open house was held at the district office for members of the District Two Title I Parent's Advisory Council. A semi-annual newsletter was also instituted to keep the Council members informed about the ongoing Title I Reading Program at both the district and school levels.

Individual children were identified for Title I services according to CAT results. Placement reports (CAT scores) of incoming junior and senior high pupils were provided for secondary schools so that eligible students were appropriately placed in Title I classes.

District tests were administered in the fall to pupils in all grades. Level A and B of the Sight and Sound Inventory were administered to elementary pupils. The Secondary Reading Assessment and Sight-Sound Inventory were administered to secondary pupils. In the spring, Sight-Sound A/B was administered to Grades 2 and 3 respectively, and the Secondary Reading Assessment to Grades 7-9. They were administered to measure the attainment of Title I objectives on the elementary and secondary levels.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue to implement kindergarten readiness programs so that in Feburary 1980 the distribution of scores on the Letters and Sounds and Aural Comprehension Subtests of the SESAT (Level 1) will approximate the distribution of the norming population.

This objective was attained. On the Letters and Sounds subtest, the average score was equivalent to the national 77th percentile. The average score on the Aural Comprehension subtest was equivalent to the national 42nd percentile. The average score on the Aural Comprehension subtest was the same in 1980 as in 1979. However, the average score on the Letters and Sounds Subtest increased from the 72nd percentile in 1979 to the 79th percentile in 1980.

Objective 2: To continue general improvement in reading skills so as to increase the proportion of students in grades 1-3 scoring above the national 50th percentile in Total Reading of the California Achievement Test by two percent or more over the results of February, 1979 for those grades where fewer than forty percent scored at or above the national 50th percentile. In those grades where more than 40% scored above the 50th percentile the objective is at least to maintain the performance over the previous year. (In grade 1 the vocabulary subtest will be used rather than Total Reading.)

All three grades attained this objective in 1980. The percent of improvement in grades 1-3 was 6%, 2% and 3% respectively.

For grades 1 and 2, the 1980 results are higher than any of the previous three years.

Objective 3: Compared to May, 1979 results, there will be an increase in the percent of pupils in grade two, Title I schools who master Level A of the Sight-Sound Inventory.

This objective was attained. In 1980, 77.18% (of 1,280 students tested) mastered Level A of the Sight and Sound Inventory, compared to 70.40% in 1979.

Objective 4: Compared to 1979 results, there will be an increase in the percentage of pupils in Grade 3, Title I schools who master Level B of the Sight and Sound Inventory.

This objective was attained. In 1980, 36.46% (of 1,311 pupils tested) mastered Level B of the Sight and Sound Inventory, compared to 31.12% mastery in 1979. Mastery is equal to a score of 49 or more of 54 items.

Over the past seven years, the average score on this instrument has remained stable, with average raw scores ranging from a low of 39.57 (of 54 items) in 1975 to a high of 43.00 in 1980.

Objective 5: To continue general improvement of reading comprehension and vocabulary skills in grades 4-6 so that compared with the February, 1979 results, 2% more pupils will score above the national 50th percentile at each grade level and 2% or more will score above the national 25th percentile as measured by the California Achievement Test, Total Reading Subtest.

This objective was attained in each of the three grades (4-6). The percent of improvement above the national 50th percentile in the three grades was 4%, 2% and 3% respectively. These results are higher than any of the previous three years.

The percent of improvement above the national 25th percentile in grades 4-6 was 5%, 6% ad 5% respectively.

Objective 6: To continue general improvement of reading comprehension and vocabulary skills in grades 7-12 so that compared with the February, 1979 results at least an additional 2% or more pupils will score above the national 25th percentile at each grade level, as measured by the California Achievement Test, Total Reading Subtest.

This objective was attained in grades 7, 8, 10, 11 and 12. In these grades, the range of improvement over 1979 results was from 4% (grade 11) to 7% (grade 7).

Compared to 1977 results, all six grades have improved. The range of improvement over the 25th percentile was from 3% (grade 11) to 11% (grade 10).

Objective 7: Compared to May, 1979 results, there will be an increase in the reading level of the average pupil in grades 8 and 9 by May, 1980 as measured by the Secondary Reading Assessment.

This objective cannot be fully evaluated at this time. Title I students were administered the Secondary Reading Assessment in May 1979 and May 1980, as planned. Mean raw scores were computed by grade level and these scores were converted to a reading level score. However, in 1979 students were administered Form C of the SRA and in 1980 they were administered Form A.

During the 1979-1980 school year, data was collected to do a study that would equate Forms A, B, and C of the SRA. The results of this study would be to provide equivalent scores from one form to each of the others. This study should be completed shortly.

Once the equating study is completed, scores on SRA, Form A can be compared to scores on Forms B, and C.

IMPACT

A. While some fluctuation in test results was observed among the grades, the 1980 CAT results are generally higher than any of the previous three years.

B. The exceptionally high kindergarten results have been maintained since 1977, and Grades 1 and 2 continue to score at national norms.

C. While both vocabulary and comprehension CAT scores have improved over 1979, the comprehension mean score in 1980 was higher than vocabulary in 9 of 11 grades (Grade 1 was not compared because of the reliability of the comprehension subtest.) Continued stress on language experience, and vocabulary building activities are recommended.

D. Results of the Sight and Sound Inventory in Grade 2 and 3 in Title I schools have improved for the first time in three years.

E. CAT Language Usage results for Grades 1-6 indicate continued improvement over the scores of previous years.

DISTRICT 3 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Soledad Gillespie		
HEADQUARTERS:	District 3 Education Services Center		
TELEPHONE:	299-7309		
PBRS CODE:	11-02(18, 03, 04, 05)-573		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 2,794, Secondary 3,077		
NO. OF SCHOOLS:	Elementary 14, Secondary 4		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	3, 1 (part-time)	19
	Paraprofessional	42 (part-time)	2
	Clerical	1	0
CURRENT BUDGET:	Elementary $299,800, Secondary $497,300, Total $797,100		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.		
EVALUATION TEAM:	James P. Comerford, Margaret F. Carnvale		

OBSERVED ACTIVITIES

The District Three Reading Project was implemented in accordance with the district's plan. Project support staff at the district level served all eligible schools. In October 1979 there were personnel changes in the positions of Title I Coordinator, and Language Arts Supervisor. Paraprofessional personnel (aides) were provided at the elementary level. A variety of supplementary classroom materials were provided at both the elementary and secondary levels.

Implementation of the reading plan at the school level was accomplished by classroom teachers with the aid of a Language Skills Teacher. Language Skills Teachers from every Title I school attended one general reading meeting per month. In addition, coordinated staff development sessions were held. These sessions, in coordination with central office, were conducted to implement a district reading strategy and to promote familiarity with new techniques and approaches.

For monitoring and evaluations purposes, Title I Elementary Language Skills Teachers, along with district staff personnel, were required to submit monthly reports on all staff development sessions which involved any aspect of Title I. In addition, monthly checklists were collected which listed the services provided by the Title I reading aides.

In March 1980, a staff development session was provided at the district level for the District Three Title I Parents' Advisory Council. At this time, a general overview of the reading program was given.

In the spring of 1980 the following tests were administered: The Dolch Sight Word Vocabulary Test (Grade 3), the Sight-Sound Inventory, Level B (Grade 4), and the 6th-Grade Word Check. Results were used to measure the attainment of Title I objectives.

ATTAINMENT OF OBJECTIVES

Objective 1: To continue general improvement of reading skills so as to decrease the proportion of students in grades 1-3 and 4-6 scoring below the national 16th percentile in the Vocabulary Subtest on the CAT-70 by two percent or more over the results of February 1979 (for those grades where more than 16 percent scored below the national 16th percentile the previous year).

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1979, the objective will be to at least maintain the 1979 distribution within a rounding error of 2%.

This objective was attained in Grades 1, 2, 4, 5 and 6.

In Grade 3, the proportion of pupils scoring below the national 16th percentile decreased by one percentage point.

Objective 2: To continue general improvement of reading skills so as to decrease the proportion of students in grades 7-12 scoring at or below the national 26th percentile in the Vocabulary Subtest on the CAT-70 by two percent or more over the results of February 1979 (for those grades where more than 25 percent scored below the national 26th percentile the previous year).

For those grades already equal to or exceeding the national distribution for this percentile point as of February 1979, the objective will be to at least maintain the 1979 distribution within a rounding error of 2%.

This objective was attained in Grades 7, 8, 9 and 12 where the percentage below the national 26th percentile was reduced by twenty-one, seventeen, eleven and four percentage points. Grade 10 remained the same and Grade 11 improved by one point.

Objective 3: Compared to May 1979 results, there will be an increase in the percent of third grade pupils who master the Dolch Sight Word Vocabulary List, to be administered in the Spring of 1980.

This objective was attained. Of 541 pupils tested, 80% mastered the Dolch List. This represents an increase of three percentage points over the 1979

results. Compared to 1974 results (the first year of Dolch Testing in District Three), there was an increase of 16 percentage points in 1980.

Objective 4: Compared to May 1979 results, there will be an increase in the percent of fourth grade pupils who master Level B of the Sight and Sound Inventory to be administered in the Spring of 1980.

This objective was attained. Fifty-eight percent of the fourth-grade pupils in Title I schools mastered Level B of the Sight and Sound Inventory. Of 488 pupils tested, the average raw score was 47.82 of 54 items.

Compared to 1979 results, the percentage of pupils who mastered the test in 1980 increased by 5 percentage points.

Objective 5: Compared to May 1979 results, there will be an increase in the percent of sixth grade pupils who master the vocabulary skills as tested by the Sixth Grade Word Check to be administered in the Spring of 1980.

This objective was attained. Seventy-five percent of all sixth-grade pupils in Title I schools mastered the Sixth-Grade Word Check. Of 422 pupils tested, the average score was 60.64 of 65 items.

Compared to 1979 results, the percentage of pupils who mastered the Sixth-Grade Word Check was increased by 11 percentage points in 1980.

The percentage of pupils who mastered the Dolch Sight Word List was the highest since 1974. The percentage of fourth-grade pupils who mastered the Sight and Sound Inventory in 1980 was the highest in four years.

IMPACT

A. In general, the improved test results of the past few years in Grade K-12 have been maintained in 1980. In a number of grades, these results are higher than in any previous year.

B. In Grades 3 and 4 improvement was made in scores on locally administered tests (Dolch Sight Word List and Sight and Sound Inventory).

C. Early Childhood Programs have had strong impact on Grades 1 and 2 where pupils continue to score at national norms.

D. In the vocabulary subtest, the most notable improvements occurred with lower scoring pupils in Grades 4, 6, 7, 8 and 12. Positive aspects of the programs in these schools need to be identified and expanded.

DISTRICT 4 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Doris Peltzman		
HEADQUARTERS:	District 4 Reading Office		
TELEPHONE:	CE 5-1706, -7		
PBRS CODE:	11-02(18, 03, 04, 05)-574		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 7,435, Secondary 4,872		
NO. OF SCHOOLS:	Elementary 20, Secondary 7		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	11, 1 (part-time)	30
	Paraprofessional	3, 73 (part-time)	2
	Clerical	1	0
CURRENT BUDGET:	Elementary $706,900, Secondary $744,500, Total $1,451,400		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, aiming to improve the reading skills of pupils served.		
EVALUATION TEAM:	Thomas Clark, Harry Vincenzi		

OBSERVED ACTIVITIES

The District Four Title I Program was fully implemented. Title I eligible pupils in elementary and secondary schools received direct service in the form of instruction from teachers and reinforcement and follow up activities from Title I Reading Aides. During the current school year, the teaching of word recognition, comprehension, and study skills were emphasized along with reading in the content areas. Title I eligible pupils were scheduled for direct service at least four times each week for a minimum of 20 minutes each session.

In the six Title I elementary schools with the largest proportion of intermediate grade pupils scoring below the 26th percentile on the CAT, an additional Title I teacher and reading aide provided an extra 45 minutes of instruction and reinforcement daily to 100 pupils in each school. Twenty pupils at a time were organized into three groups on the basis of their specific skills needs; each group received supplementary instruction from the teacher. Reinforcement activities were provided in the four areas of the Philadelphia Reading Competencies and were drawn from activity-centered materials not found in the regular classrooms. Through constant communication, the classroom teachers and the special program teachers strove to establish continuity of instruction for the participating pupils.

In February 1980, the Prescription Learning Program was implemented in three schools. The program served approximately 100 students per school in a supplementary capacity. Each student spent 45 minutes each day on one or more of the following activities: 1) independent work using the Prescription Learning Electronics Transactor (mini-computers that provide branched instruction based on the child's response); 2) teacher directed activity (where diagnostic evaluation and curricular activities were designed and implemented); and 3) reinforcement of teacher activities by the Title I Aide. All staff involved in this program received staff development work in the usage of the programs.

Teachers and reading aides in all Title I elementary schools in District Four received two, in-school staff development sessions together, which were led by the Title I Coordinator or the Resource Teacher.

The first focused on an update of Title I, including guidelines (pupil eligibility, usage of materials), record keeping and interpersonal relations. During the second joint session, teachers and aides had hands-on experience reinforcing the Reading Pupil Competencies with games and activities.

Title I Reading Aides received two additional sessions at the district office. A workshop of listening, speaking, and writing activities was held using learning stations as the instructional mode. The second workshop focused on creative reinforcement activities.

Additional support was provided to Title I schools by the Reading Resource Teacher, principally in the areas of staff development for reading aides, planning for instruction, demonstration of activities and techniques, diagnosing pupils' needs, and obtaining and delivering materials. The Reading Resource Teacher also conducted observations in Title I classrooms and determined to what extent there was compliance with the Title I guidelines in each elementary school.

The Title I Secondary Reading Program supplemented the regular language skills program in seven secondary Title I schools. The majority of the schools used whole group instruction; one school emphasized small group instruction. Staff development took place on a monthly basis.

ATTAINMENT OF OBJECTIVES

Objective 1: Kindergarten pupils in Title I eligible schools will maintain the previous year students' level of performance on the SESAT Letters and Sounds subtest as indicated by comparison of the percentile ranks of the means for 1979 and 1980

This objective was attained. In 1980, kindergarten pupils in Title I eligible schools maintained the previous year students' mean, which converts to a percentile rank of seventy-seven.

Objective 2: The percentage of elementary-grade students in Title I eligible schools scoring below the 50th percentile on the CAT-70 Total Reading subtest will be maintained or decreased in comparison to the previous year's students in the same grade.

This objective was partially achieved. In two grades, the percentage decreased; while in one the previous year level of performance was maintained. In grades 1 and 4 the percentage of students scoring below the 50th percentile decreased one and nine points respectively; grade 3 remained the same. Grade 2 experienced an increase of four percentage points and grades 5 and 6 had increases of two and one percentage points respectively.

Objective 3: Students participating in the six District Four Title I Reading Centers will increase their reading skills as evidenced by increases in both the median percentile rank on the CAT-70 Comprehension subtest (from February 1979 to February 1980) and the median IRI level (from September 1979 to June 1980).

This objective was attained. Comparison of the February 1979 and February 1980 median percentile ranks attained by a sample of 109 participating students on the CAT-70 Total Reading subtest revealed an increase of two percentile ranks (17 to 19). Comparison of the September 1979 and June 1980 median IRI levels showed an increase of two reading book levels (2^2 to 3^2), equivalent to one year's growth.

Objective 4: The percentage of secondary-grade students in Title I eligible schools scoring below the 26th percentile on the CAT-70 Total Reading subtest will be decreased in comparison to the previous year's students in the same grade.

This objective was partially attained. The percentage decreased in two grades but increased in four. In grades 7 and 11 the percentage of students scoring below the 26th percentile decreased five and three percentage points respectively. Grade 8 had an increase of three points, grade 12 increased 2 points and grades 9 and 10 had a one point increase.

IMPACT

The six District Four Title I Reading Centers and the three Prescriptive Learning Centers were fully implemented at the elementary level. Increase in the level of reading achievement attained by the students in the six Reading Centers gives hope that, with expansion to seven Reading Centers and with a full year of operation for the three Prescriptive Learning Centers, the levels of reading achievement in the elementary grades will increase in the coming year.

DISTRICT 5 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Robert Shatzer		
HEADQUARTERS:	District 5 Education Services Center		
TELEPHONE:	229-2702		
PBRS CODE:	11-02(18, 03, 04, 05)-575		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 7,208, Secondary 5,077		
NO. OF SCHOOLS:	Elementary 22, Secondary 6		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	3, 1 (part-time)	31
	Paraprofessional	113 (part-time)	2
	Clerical	1	0
CURRENT BUDGET:	Elementary $590,000, Secondary $759,900, Total $1,349.900		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.		
EVALUATION TEAM:	Alan Solomon, Joseph Wroblewski		

OBSERVED ACTIVITIES

The District Five Title I Reading Project was implemented as proposed. Lippincott Basic Reading continued to serve as the primary instructional vehicle at the elementary level.

Title I district reading personnel visited eligible schools on a scheduled and as-needed basis. They provided staff development activities, offered assistance to individual teachers, and helped school administrators implement the Title I Reading Program.

A sample of reading aides was observed as they carried out their assigned responsibilities. They led instructional activities under teacher direction, worked in one-to-one tutorial situations, and performed routine clerical tasks. Formal and informal methods were used in evaluation procedures. Group IRI's and Lippincott Book Levels were collected on a scheduled basis.

Programs were provided for Spanish-speaking students. The English facility of these students varied, and the programs were geared to their needs.

Title I reading played a major role in the District 5 educational program. Supplemental materials and supplies were delivered as ordered, allowing teachers to progress on schedule.

ATTAINMENT OF OBJECTIVES

Objective 1: The percentage of kindergarten pupils attending District 5 Title I eligible schools scoring above the median on the Aural Comprehension subtest of the Stanford Early School Achievement Test will not decrease from the past year.

This objective was attained. In 1979, 37% of 1,052 (389) kindergarten pupils scored above the median. In 1980 42% of 1,178 (495) scored above this point.

Objective 2: The percentage of Grades 1-3 pupils attending District 5 Title I eligible schools scoring above the median on the Reading Comprehension subtest of the California Achievement Test will not decrease from the past year.

This objective was attained. In 1979, 49% of 4,134 (2,011) District 5 Grades 1-3 students scored above the median. In 1980, 51% of 4,108 (2,109) students scored above the this point.

Objective 3: The percentage of Grades 4-6 pupils attending District 5 Title I eligible schools scoring above the median on the Reading Comprehension subtest of the CAT will not decrease from the past year.

This objective was attained. In 1979, 24% of 4,154 (997) District 5 Grades 4-6 students scored above the median. In 1980, 26% of 4,244 (1,103) students scored above this point.

Objective 4: The percentage of grades 7-12 students, attending District 5 Title I eligible schools, scoring above the median on the Reading Comprehension subtest of the California Achievement Test will not decrease from the past year.

This objective was not attained. In 1979, 12% of 6,432 (750) District 5 grades 7-12 students scored above the median. In 1980, 10% of 6,658 (666) students scored above this point.

IMPACT

Standardized test results for students in Title I schools reflect previously established patterns. The earlier years (Grade 1-3) continued to demonstrate a much higher level of achievement than the older students. This year 51% of Grades 1-3 students scored above the median on the Reading Comprehension subtest of the CAT; while only 10% of the students in grades 7-12 scored above the median.

The District 5 reading team set four maintenance level objectives for the 1979-80 school year. Three of the four were attained (kindergarten, grades 1-3, 4-6). The secondary objective was not attained.

DISTRICT 6 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Betty Ross		
HEADQUARTERS:	District 6 Education Services Center		
TELEPHONE:	849-3345		
PBRS CODE:	11-02(18, 03)-576		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	1-12		
NO. OF PUPILS:	Elementary 4,399, Secondary 709		
NO. OF SCHOOLS:	Elementary 13, Secondary 2		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	16, 1 (part-time)	3
	Paraprofessional	48 (part-time)	0
	Clerical	1	1
CURRENT BUDGET:	Elementary $415,600, Secondary $74,400, Total $490,000		
SERVICE PROVIDED:	Intensive instruction in reading, in addition to the regular instructional program, designed to improve the reading skills of pupils served.		
EVALUATION TEAM:	Joseph Gavin, Margaret Garberina		

OBSERVED ACTIVITIES

The District Six Title I Reading Project Project supplemented the regular district reading program in thirteen elementary schools and two middle schools. The District Six reading team, consisting of one District Reading Supervisor, one Title I Coordinator, and one Title I Reading Resource Specialist coordinated the delivery of Title I reading services in these schools. Services were delivered through on-site visits, staff development activities, workshops, and consultation services.

An evening workshop for parents was held at Widener School in November, 1979. (Another is planned for June 1980 at Ada Lewis Middle School.) The meeting was conducted by Title I District Reading Staff and included the Parent Advisory Council (PAC) Chairpersons.

Data submitted by reading personnel in Title I schools along with observations indicated that 10 of the 13 elementary schools used a traditional basal approach supplemented by specific skills. Two Title I elementary schools used a linguistic-oriented basal approach. One Title I elementary school used a traditional basal approach in Grades 4-6 and a linguistic approach in Grades 1-3. One middle school used specific skills and the other used a traditional basal approach supplemented by specific skills.

District research personnel visited all but one of the Title I schools and observed 15 Title I reading classes. Observations in classes reflected the supplementary nature of the Title I reading component. Three organization patterns were noted: individual pupil, small group, and whole class instruction.

Classroom observations revealed five types of learning activities. These activities were 1) study and specific skills, 2) directed reading activity, 3) vocabulary-spelling, 4) sustained silent reading and 5) oral response. Specific skills instruction was observed twelve (12) times; reading aloud 3 times; vocabulary-spelling work 5 times; silent reading 4 times; and directed reading activities 6 times. The types of activities observed total more than the classes visited because more than one type of activity took place within a class period.

Two changes from last year in the Title I Reading Project should be noted. First, aides were involved in the instructional process in the classroom proper. Previously, most students received supplementary instruction in a reading center, outside the regular classroom.

The second change was a revision in the manner of collecting and reporting data to distinguish between eligible pupils served by the Title I reading program and those served by Follow Through, Bridge, Benchmark or other federal programs existing within the schools. This enabled program personnel to review achievement results on students actually served by the District's Title I Reading Program.

ATTAINMENT OF OBJECTIVES

Objective 1: The median level of achievement in Pupil Competencies will be at least two by June. This is presently measured by the kindergarten teacher and recorded for each child using the Pupil Competencies Checklist.

This objective was not attained. Kindergarten teachers from 12 of the 13 Title I elementary schools reported 268 of 893 pupils (30%) achieving at Level 2 on the Reading Pupil Competencies Checklist for Reading.

Objective 2: In each grade, 1-3, to decrease by 4 the percentage of pupils scoring below the 50th percentile in February, 1980, in Total Reading of the CAT when compared to the achievement of the same grade in February, 1979.

This objective was attained for grade 2. The percentage of students scoring below the 50th percentile in Total Reading decreased by 4 in grade 2. The objective was not attained for grades 1 and 3. In grade 1, the percentage increased by 9; in grade 3, the percentage above the national norm increased by five. The combined percentage in grades 1 through 3 increased by four.

Objective 3: In each grade, 4-6 to decrease by 4 the percentage of pupils scoring below the 50th percentile in February, 1980, in Reading Comprehension of the CAT when compared to the achievement of the same grade in February, 1979.

This objective was attained in grade 5 with a decrease of 5 in the percentage of students scoring below the national norm in the Reading Comprehension section of the CAT. The percentage in grade 4 remained the same. In grade 6, the percentage increased by one. The overall percentage for grades 4-6 was unchanged from 1979 to 1980.

Objective 4: In each grade, 7 and 8, to decrease by 4 the percentage of pupils scoring at or below the 25th percentile in February, 1980, in Reading Vocabulary of the CAT when compared to the achievement of the same grade in February, 1979.

This objective was attained in both grades. The percentage of pupils scoring at or below the 25th percentile in grade 7 decreased from 51 in 1979 to 40 in 1980; grade 8 decreased from 50 to 45.

IMPACT

The Title I reading program provided supplemental instruction in specific reading skills to low achieving students in Title I schools. The median level of achievement of kindergarten pupils on the Pupils Competencies was Level 1. The objectives measured by the California Achievement Test were met in four of the eight grades (2, 5, 7, and 8).

The increase in the number of reading aides in lieu of part-time teachers changed the organization to one where students received most of the supplementary instruction within the regular classroom.

DISTRICT 7 READING
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Verneta Harvey		
HEADQUARTERS:	Horn Curriculum Center		
TELEPHONE:	JE 5-3531, -2		
PBRS CODE:	11-02(18, 03)-577		
OPERATING YEARS:	1970-1980		
GRADES SERVED:	K-12		
NO. OF PUPILS:	Elementary 3,968, Secondary 815		
NO. OF SCHOOLS:	Elementary 8, Secondary 2		
TOTAL NUMBER OF EMPLOYEES:		Elementary	Secondary
	Professional	3, 1 (part-time)	3
	Paraprofessional	52 (part-time)	11
	Clerical	1	0
CURRENT BUDGET:	Elementary $357,400, Secondary $204,900, Total $562,300		
SERVICE PROVIDED:	Intensive instruction in reading, appropriate for each grade level, directed toward improving the reading skills of pupils served.		
EVALUATION TEAM:	Alan Solomon, Joseph Wroblewski		

OBSERVED ACTIVITIES

The Title I Reading Team visited the eight elementary and two secondary Title I eligible schools on a continuing basis. Assistance was provided to teachers who requested service. Reading team personnel led staff development activities at school and district levels. A scheduled staff development program was provided for reading aides.

No problems with the delivery of materials and supplies necessary for Title I instruction were reported. The implementation of the Title I component of the reading plan was, therefore, complete.

A growing number of students speaking a language other than English entered the District's Title I schools during the 1979-80 school year. Programs to meet their needs were developed and offered.

Title I reading aides provided supplementary service to students on an individual and small group basis. Under teacher direction, they led drill work, guided reading aloud activities, and administered end-of-book tests and other informal evaluations.

CAT results served as the primary means of evaluation. Group IRI's were collected on three occasions during the school year, beginning, midpoint, and end. Results were presented to the district reading team for internal use to aid in monitoring the progress of the Title I Reading Program.

ATTAINMENT OF OBJECTIVES

Objective 1: There will be no increase in the percentage of District 7 kindergarten pupils attending Title I eligible schools who score below the fiftieth percentile on the Letters and Sounds subtest of the Stanford Early School Achievement Test.

This objective was attained. In 1979, 195 of 623 (31%) students tested scored below the 50th percentile. In 1980, 175 of 677 (26%) did so.

Objective 2: No more than 50% of the District 7 grades 1-3 student population attending Title I eligible schools will score below the fiftieth percentile in the Reading Comprehension subtest of the California Achievement Test.

This objective was attained. Two thousand four hundred and sixty-four grades 1-3 students were tested and 1,189 (48%) scored below the fiftieth percentile.

Objective 3: No more than 75% of the District 7 grades 4-6 student population attending Title I eligible schools will score below the fiftieth percentile in the Reading Comprehension subtest of the California Achievement Test.

This objective was attained. Two thousand two hundred and seventy-two grades 4-6 students were tested and 1,661 (73%) scored below the fiftieth percentile.

Objective 4: No more than 85% of the District 7 grades 7-9 student population attending Title I eligible schools will score below the fiftieth percentile in the Reading Comprhension portion of the California Achievement Test.

This objective was attained. Fifteen hundred and forty-five grade 7-9 students were tested and 1,299 (84%) scored below the fiftieth percentile.

IMPACT

The number of eligible Title I students remained at the same level as the previous year (approximately 4,000 students). Title I funds were used to supplement the reading program through the use of aide service and the purchase of extra materials and supplies.

All four of the Title I objectives were attained for the 1979-1980 school year. These objectives were maintenance level objectives. Standardized test results continue to indicate the high level of achievement for kindergarten (74% above the 50th percentile on the SESAT) and Grades 1-3 (52% above the 50th percentile on the CAT). The objectives for Grades 4-6 and Grades 7-9 were also attained.

READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Ida Kravitz
HEADQUARTERS:	Room 320, 21st Street and Parkway
TELEPHONE:	299-7787
PBRS CODE:	11-02-666
OPERATING YEARS:	1966-1980 (Formerly Improvement of Reading "A")
GRADES SERVED:	3-7
NO. OF PUPILS:	1,582
NO. OF SCHOOLS:	14
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 23, Clerical 1 (part-time)
CURRENT BUDGET:	$661,300
SERVICE PROVIDED:	Individualized instruction for seriously deficient readers through the use of selected reading materials and audiovisual aids in a Reading Skills Center.
EVALUATION TEAM:	Arnold Escourt, Josephine Amato, Fleta B. Waters*

OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Fourteen centers provided an individualized, diagnositc-prescriptive program using teachers and aides. Ten centers were staffed with one full-time aide and one half-time aide, and the four centers affected by aide changes last year retained only one full-time aide.

The evaluation team made 16 observations at the 14 reading centers. Teachers and aides were observed working with individual children and small groups during the reading period. To provide additional individualized instruction in comprehension, two computer terminals were placed in twelve centers, three computer terminals in one center, and one in the remaining center. Individual task prescriptions, assigned daily during instructional periods, included the use of varied multimedia materials and activities in comprehension, word-attack, study skills, and literature. The average size of the instructional groups observed was twenty pupils.

Parents visited the centers and became knowledgeable about ways to help their children at home, center activities, and their children's progress. Several teachers held workshops for parents in the centers which afforded them with an opportunity to follow an individual prescription and actually work on various activities that might be assigned to their children. In addition, teachers disseminated information to parents through the distribution of the "Title I Reading Skills Center Newsletter."

The project's program coordinator provided on-site assistance to the staff. The project administrator and program coordinator provided monthly staff development sessions for teachers. Aides attended two of these staff development sessions with their center teachers. The person assigned from the Philadelphia computer-assisted reading development program, Title I Computer Managed Instruction, worked closely with the teachers, attended the monthly staff development sessions, and provided the center teachers with information necessary for the smooth operation of this phase of the Reading Skills Center program. Project evaluation, new methods, techniques, and procedures were also discussed at these meetings.

ATTAINMENT OF OBJECTIVES

Although 14 centers participated in this project, the evaluators measured the attainment of the following objectives using data collected from 12 centers. One center became inoperable for several months at the end of the year because of the disability and illness of both teacher and aide, and data of participating pupils from the other center, the W. & E. Martin School for the hearing handicapped, were not included due to the uniqueness of their situation.

Objective 1: Participating pupils who attend classes in the Reading Skills Centers for at least 45 minutes a session and three or more times a week during the school year will improve their comprehension skills as indicated by Fall and Spring administration of Informal Reading Inventories by project teachers. A minimum of 75% will gain one book level or more. A significant number of pupils, more than 35%, will gain two or more book levels.

This objective was fully attained. Data were collected and tabulated from Informal Reading Inventories administered by teachers in the Fall and again in May. Of the participating pupils attending the program at least 45 minutes each day, three or more times each week, 89% gained one instructional book level or more, and 64% gained at least two book levels. This was the highest gain over the past four years. Of the 1,199 pupils with pretest and posttest scores, only 11% did not gain at least one book level.

Objective 2: Participating pupils who attend classes in the Reading Skills Centers for at least 45 minutes a session and three or more times a week during the school year will improve their phonics skills as indicated by an end of year administration of a phonics inventory in which more than 20% of the participating children will attain a mastery level of 85% or higher.

This objective was fully attained. An 85-item phonics inventory was administered in September by the teachers as a diagnostic device, and again in May to determine levels of mastery gained by the pupils. Of the 1,420 participating pupils tested at the end of the year, 45% attained a mastery level of 85% or more items correct on the inventory.

Objective 3: Participating pupils who attend classes in the Reading Skills Centers for at least 45 minutes a session and three or more times a week during the school year will improve their vocabulary skills as indicated by an end of year vocabulary test. Mastery and achievement criteria will be set prior to administration.

This objective was fully attained. The 63-item Primary Vocabulary Assessment test (PVA) was administered to project pupils in May. The test was designed to measure knowledge of word meanings, opposites, and word meanings in context for pupils reading at a Book One to a Book Four instructional level. Achievement criterion for pupil participants was established by the evaluators in conjunction with the project administrator as a 70% mastery level based upon each child's post informal reading inventory level.

Posttest IRI reading levels were used to establish expectations for pupil performance on the PVA. For the 1,346 pupils who had complete data, the mean number of items answered correctly at the pupils' reading levels was 72.4%, more than the 70% criterion. In addition, pupils were able to answer correctly 42.2% of the items that were above their instructional reading levels.

IMPACT

The Reading Skills Centers project's intended mode of operation was fully implemented by providing an individualized, diagnostic-prescriptive reading program using an eclectic approach in a reading center setting.

All three project objectives were fully attained. Data were collected and tabulated for participating pupils in 13 of the 14 centers. In comprehension skills, of the participating pupils who attended classes at least 45 minutes each session, three or more times a week, 89% (more than the expected 75%) gained at least one instructional book level, and 64% (more than 35%) gained two or more book levels. In the phonics skills criterion, 45% of the pupils mastered at least 85% of the phonics items tested.

Program participants tested with the 63-item Primary Vocabulary Assessment in May correctly responded to 72.4% of the items commensurate to their reading levels.

This project succeeded in providing pupils with needed reading skills to raise their achievement levels.

IMPROVEMENT OF READING SKILLS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-718
OPERATING YEARS:	1968-1980
GRADES SERVED:	3-8
NO. OF PUPILS:	Nonpublic 1,650
NO. OF SCHOOLS:	Nonpublic 40
NO. OF EMPLOYEES:	Professional 42, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$680,500
SERVICE PROVIDED:	Remedial instruction is given to groups of seriously deficient readers in reading rooms.
EVALUATION TEAM:	Arnold Escourt, Josephine Amato, Fleta B. Waters*

OBSERVED ACTIVITIES

The project's intended mode of operation was fully implemented. Forty-one reading centers, located at 40 nonpublic schools, were staffed by part-time teachers who provided supplemental reading instruction to Title I eligible pupils at least three times per week. Three new sites were added to the program; two of the new sites replaced centers in schools that closed, and the third was operated to meet the needs of another school.

In order to accommodate the regular classroom teachers, project teachers usually schedule children from one class at a time. To the extent possible instruction is geared to the reading levels of the pupils served. Individual, small group, and large group instructional methods were used by the teachers.

The average size of the instructional groups observed was seven. In addition to devoting instructional time to comprehension and word-attack skills, teachers also allotted time for improving writing skills. Varied materials used for skill development included workbooks, kits, literature books, dictionaries, xeroxed exercises, chalkboards, and learning games. Feedback concerning children's progress was provided to the classroom teachers on a regular basis.

Each teacher provided the 15 hours of instruction mandated each week by operating the center with either a five-day morning program of three hours or three full days of instruction. Schedules were formulated by the teachers in consultation with their principals.

The project's lead teacher coordinated the program, provided on-site assistance to the teachers, and conducted staff development at several group sessions.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will increase their reading decoding and comprehension levels to the extent that 90% of the pupils will gain at least one book level and 60% will gain two or more book levels between the September pretest and May posttest.

This objective was fully attained. Teachers administered reading inventories to pupils when the program began in the fall and again in May. A review of the data indicated that 97% of the pupils gained one instructional book level or more, and 84% gained at least two instructional book levels. Of the 1,030 pupils with pretest and posttest scores, only three percent did not gain at least one book level.

Objective 2: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will improve their phonics skills to the extent that there is an increase of 20 points in the percentage of pupils who have been served for two years or less in attaining an 80% mastery score on a phonics inventory between the September pretest and May posttest.

This objective was fully attained. An 85-item phonics inventory was administered to test the skills of the children when they started the program and at the end of the year. In the fall, 28% of the pupils had an 80% mastery level. By May, 69% of the pupils had attained an 80% mastery level. There was a 41 point gain in the percentage of pupils attaining phonics mastery.

Objective 3: Reading center teachers will disseminate information to parents about their children's progress at least three times a year in writing (at the end of a report period) and once using another method such as conferences, telephone calls, letters, or fliers.

This objective was partially attained. Thirty-seven of the forty teacher respondents (93%) furnished written information to parents regarding their children's progress at least three times during the year when report cards were distributed. One teacher sent the written progress report to parents twice, and two teachers did this only at the end of the first report period.

In addition to the written pupil progress reports, 38 of the 40 teachers (95%) used another means for disseminating information to parents. The other methods used were class newspapers, classroom visitations, parents meetings, conferences, telephone conversations, letters, and fliers.

IMPACT

The Improvement of Reading Skills project was fully implemented in accordance with its intended mode of operation by providing a supplemental, reading instruction program to Title I pupils with serious reading problems.

Two of three project objectives were fully attained, and one was partially attained. In reading achievement, of the participating pupils who attended classes at least 45 minutes each session, three or more times a week, 97% (more than the expected 90%) gained at least one instructional book level, and 84% (more than the expected 60%) gained two or more book levels. Pupils in the program exceeded the phonics mastery expectation (a 20 point gain in the percentage of pupils attaining mastery) by 21 percentage points.

The dissemination of information to parents objective was not fully attained. Ninety-three percent of the reading center teachers sent written progress reports to parents at the end of at least three report periods, and 95% communicated with parents using another method.

The project successfully continues to help children, who are deficient in reading skills, to improve and develop higher skills.

OPERATION INDIVIDUAL
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and the Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-502
OPERATING YEARS:	1972-1980
GRADES SERVED:	9-10
NO. OF PUPILS:	Nonpublic 675
NO. OF SCHOOLS:	Nonpublic 6
NO. OF EMPLOYEES:	Professional 7, Paraprofessional 25 (part-time), Clerical 0)
CURRENT BUDGET:	$284,900
SERVICE PROVIDED:	Supplementary, daily reading instruction is provided by a certified reading teacher and/or a teacher-supervised paraprofessional; some students receive additional reading assistance in basic skill subjects with the assistance of an aide.
EVALUATION TEAM:	William E. Loue III, Judith Green*, Lenore Sternhell

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OBSERVED ACTIVITIES

The project was considered implemented according to its intended mode of operation. Project teachers, assisted by paraprofessional aides, used varied material for development of reading comprehension, vocabulary, word-attack and study skills. Three hundred and eighty-eight (388) ninth grade and two hundred and fifteen (215) tenth grade students from six secondary schools were eligible to receive daily reading instruction. Twenty-five aides and 6-3/5 teachers were employed to deliver intensive and/or supportive reading services.

In all six schools, students receiving intensive reading services were rostered for daily period long reading instruction by a certified reading teacher. Teachers at these schools were observed using individual, small and large group instructional methods. In four schools, many of these students also received the assistance of project sponsored paraprofessionals assigned to teachers of subject area classes (mathematics, English, social studies, science). It was reported that these aides assisted the students whose difficulties in reading were interfering with their performance in these subject areas and/or assisted the subject area teachers with clerical tasks. This latter assistance provided the teachers with additional time for attending to reading problems.

Supportive reading services consisted of daily, period-long, teacher prescribed activities in small groups conducted by supervised reading aides. These services were offered at one school for tenth-grade students.

The evaluation team attended eight in-service sessions conducted by the project administrator, staff from the ESEA Title I funded Reading Improvement through Teacher Education (RITE) project, and trainers from the Affective Education Project (ESEA, Title I). Subjects covered during these sessions included (1) the management of small groups, (2) affective techniques designed to assist students in overcoming the psychological blocks to learning reading, (3) the scope and sequence of a reading curriculum, and (4) clarification of federal, state, and local regulations regarding Title I procedures.

It should be noted that a specialist from the RITE project visited project schools on a periodic basis and provided assistance and support to all project personnel.

ATTAINMENT OF OBJECTIVES

Objective 1: The mean rate of progress for students at each grade level, as measured by the Reading Comprehension Section, Stanford Diagnostic Test, Brown Level (pretest), and the Reading Comprehension Section, Stanford Achievement Test, Intermediate Level II (posttest), will exceed the mean expected rate of progress that was achieved prior to the 1978-1979 school year. Expected progress (EP) is defined by the following:

$$EP = \frac{GE}{grade} \quad X \quad \frac{months\ between\ testing}{(10)}$$

This objective was attained for students in the ninth grade; it was not attained for students in the tenth grade. The Stanford Diagnostic Test was administered in September as a pretest; the Stanford Achievement Test was administered in May as a posttest. The mean rate of progress for the 291 ninth grade students from six schools was sixteen months (1.6 GE); for the 134 tenth grade students from four schools there was a gain of two months. (0.2 GE)

For the ninth graders, the gain of 1.6 GE exceeded the expected gain of .45 GE. However, for the tenth grade, the gain of 0.2 GE did not exceed the expected gain of .49 GE.

IMPACT

The Operation Individual project's intended mode of operation was fully implemnted in a manner consistent with the Title I Application. However, implementation differed slightly among the six participating schools.

During the current school year, one school was added to the project and, in addition to providing services to ninth grade students, intensive reading services were provided to tenth grade students in four schools. One school experienced personnel changes during the second semester.

The objective was attained for ninth grade students, but not for tenth grade students. It should be noted that tenth grade students in two of the four schools attained the objective. Tenth grade scores from one school were not included due to possible test administration irregularities. The project teacher did not administer the test to some of the classes and an abbreviated testing schedule reduced the amount of testing time to less than that called for in the directions.

PRIMARY READING SKILLS CENTERS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Charles McLaughlin
HEADQUARTERS: Room 204, 21st Street and the Parkway
TELEPHONE: 299-7842
PBRS CODE: 11-06-719
OPERATING YEARS: 1969-1980
GRADES SERVED: K-3
NO. OF PUPILS: Nonpublic 200
NO. OF SCHOOLS: Nonpublic 2
NO. OF EMPLOYEES: Professional 2, Paraprofessional 2, Clerical 0
CURRENT BUDGET: $87,200
SERVICE PROVIDED: Pupils spend up to one hour daily in reading-skills centers.
EVALUATION TEAM: Arnold Escourt, Fleta B. Waters

OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. Two centers provided supplemental reading instruction to low-achieving children using a teacher and one full-time aide in each. One of the centers was operated at a new site this year.

Both sites served children in kindergarten and in grades one through four. Teachers were observed using individual, small group, and large group instructional methods. Children were well-behaved and tended to work assiduously on their assigned tasks. Materials and equipment used during instructional lessons included cassettes, learning games, workbooks, kits, charts, library books, and the listening center. The average size of the groups receiving instruction was eleven.

Both project teachers attended staff development sessions with the Reading Skills Centers teachers. New methods, techniques, and procedures were discussed at these meetings. A program coordinator associated with the Office of Reading and English made on-site visitations to the centers and provided assistance to the teachers and aides.

ATTAINMENT OF OBJECTIVES

Objective 1: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will develop their alphabet skills in kindergarten to the extent that 50% will achieve a minimum of 60% mastery on a two-part Alphabet Skills Test administered in May.

This objective was attained. In May, kindergarten pupils at the two centers were given a 50-item Alphabet Skills Test. Thirty-five (85%) of the 41 pupils achieved a minimum of 60% mastery on the alphabet test.

Objective 2: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will develop their alphabet skills in first grade to the extent that 90% will achieve a minimum of 90% mastery on a two-part Alphabet Skills Test administered in May.

This objective was attained. In May, 32 first-grade pupils at the two centers were given a 50-item Alphabet Skills Test. All of the pupils attained the mastery criterion.

Objective 3: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will demonstrate gains in reading achievement in grades 2-4 so that their word attack skills improve to the extent that there is an increase of at least 20 points in the percentage of pupils attaining an 80% mastery score on the Botel Phonics Inventory.

This objective was attained. On the September pretest, 13 (13%) of 101 pupils achieved the mastery criterion. On the May posttest 61 pupils (60%) attained the mastery score. The increase of 47 points in the percentage of pupils mastering phonics skills surpassed the 20-point expectation.

Objective 4: Participating pupils who attend classes in the reading centers for at least 45 minutes a session and three or more times a week during the school year will demonstrate gains in reading achievement. Fifty percent of the pupils in grades 2-4 will gain at least two book levels between the September pretest and May posttest on a group Informal Reading Inventory.

This objective was attained. On informal reading inventories administered in September and May to measure decoding and comprehension skills, 77 (75%) of 103 pupils gained two or more book levels.

IMPACT

The Primary Reading Skills Centers project's intended mode of operation was fully implemented by providing a supplemental, reading instruction program to pupils using an eclectic approach.

All four project objectives were fully attained. In kindergarten, 85% of the pupils achieved the 60% mastery criterion, and all first grade pupils attained the 90% mastery criterion on the Alphabet Skills Test. Project pupils in grades two through four exceeded the criterion for phonics mastery (a 20-point gain in the percentage of pupils attaining mastery). Based on the informal reading inventories

administered by the center teachers, 75% of the pupils in grades 2-4 (more than the expected 50%) gained at least two book levels. The gain in reading achievement of two instructional book levels within a school year is equivalent to the expected reading growth for pupils without reading difficulties.

The project continues to improve and develop the skills of pupils with serious reading problems.

READING IMPROVEMENT THROUGH TEACHER EDUCATION
(ESEA TITLE I COMPONENT)
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR: Hilda K. Carr
HEADQUARTERS: Fifth and Luzerne Streets
TELEPHONE: 228-3105
PBRS CODE: II-06-537
OPERATING YEARS: 1972-1980
GRADES SERVED: K-12
NO. OF PUPILS: In-service staff-development project for 268 teachers (7,671 pupils)
NO. OF SCHOOLS: 50
NO. OF EMPLOYEES: Professional 12, Paraprofessional 0, Clerical 1
CURRENT BUDGET: $357,630
SERVICE PROVIDED: Reading specialists serve as instructors, trainers, and helpers for the project teachers upon request.
EVALUATION TEAM: Marion Kaplan, Janice Atkins, Mildred Asano

OBSERVED ACTIVITIES

Of the three RITE components, two (Kindergarten and Secondary) were fully implemented for the entire year. Two vacancies at the elementary level curtailed services to several schools during the first half of the year. Despite this delay, all components were implemented by mid-year, and the full array of services was being provided to eligible teachers in all schools. The evaluator spent a half-day with each of four elementary specialists and visited classrooms of high school teachers served by RITE. Teachers expressed favorable opinions of the RITE services, and there was evidence of teacher implementation of RITE suggestions in virtually all observed classes.

Review of project kindergarten service records revealed that the two RITE kindergarten staff members made 389 half-day visits to 33 kindergartens. The frequency of visits to individual schools varied from monthly to weekly, depending upon the need for service. Approximately half of the kindergarten teachers received bi-weekly service. During a typical visit the RITE consultant demonstrated a specific technique, observed the teacher, and conferred with the teacher. Areas of emphasis in providing classroom services were diagnosis and prescription, organization and management, curriculum and planning, language and listening, parent involvement, and use of classroom aides. In addition to direct classroom services, RITE kindergarten staff conducted seven formal staff development sessions. Staff development topics were Classroom Organization and Management (new teachers only), Listening and Language Development, Curriculum and Planning, Comprehension Activities, Parent Involvement, Kindergarten Teaching - The State of the Art (presented by a guest speaker), and Record Keeping.

Review of project elementary service records revealed that the seven RITE elementary consultants provided service to 254 teachers in grades one to eight. As in previous years, service delivery modes were observation of the teacher, demonstration of specific techniques, and consultative conferences. Since RITE specialists provided services on an as needed basis, the areas of emphasis varied from teacher to teacher. Some areas frequently mentioned were the Directed Reading Activity (DRA), reading lesson organization and management, correct use of basal readers, and teaching techniques and activities for specific word recognition, comprehension, or study skills. In addition to their work with individual classroom teachers, RITE sepcialists provided consultative services to principals and reading coordinators and conducted workshops for groups of teachers. Two major staff-development series were conducted by the total RITE staff for all eligible teachers. In September and January, there were full-day workshops for 35 new teachers. The content of this series included the basic steps of the DRA, demonstration of a reading lesson, organization and management of the weekly reading program, the development of lesson plans and follow-up activities, using test results, and developing comprehension skills and word recognition skills. The other major formal staff development effort was a traveling, half-day workshop on Reading in the Content Areas. It was presented at six different sites. Session topics were Directed Reading Techniques in the Content Areas, Use of Language Experience in the Content Areas, and Techniques for Using SQ3R and Outlining in the Content Areas. Comments on the project's evaluation forms indicated that this workshop was well-received by most of the 78 teachers who participated.

Interviews with the two RITE secondary staff members revealed that they served 35 teachers. The secondary specialists service delivery mode also consisted of conferences, observations, and demonstrations. Their emphasis this past year has been the teaching of content from a reading base. Topics covered included specific teaching techniques, lesson organization, SQ3R, mapping, and outlining. They also have worked to effect communication between subject teachers and reading teachers of the Title I students and to establish, in each school, a scope and sequence of content area reading skills. Secondary RITE staff met regularly with classroom aides serving the Title I students and they provided formal staff development for the aides in their respective schools. They also made formal staff development presentations to the teachers on a periodic basis. In addition, secondary RITE staff consulted with Studies Directors and department children regarding correct placement of Title I students, instructional materials, and program adaptation.

ATTAINMENT OF OBJECTIVES

Objective 1: New elementary teachers of Title I eligible children will acquire knowledge of varied reading approaches; diagnosis and prescription for individual pupil needs; varied independent activities for extending listening and language skills; and organization and management of classroom reading programs to the extent that, in May, 50% of those new teachers who received RITE services obtain mastery scores on the RITE Reading Knowledge Test.

This objective was attained. Twenty-eight of the 38 new teachers obtained mastery scores of 21 or more on the revised RITE knowledge of Reading Test. Thus, more than the expected 50% of new teachers acquired mastery of test content. Their scores on this 25-item instrument ranged from 17 to 24 with a mean of 21.5.

Objective 2: Intermediate grade teachers receiving RITE services will implement reading activities in teaching content subjects to a greater degree than non-RITE teachers, as indicated by a statistically significant difference in scores between the two groups on the RITE Intermediate Content area Survey.

The objective was not attained. There was no significant difference between project participants' mean response score (10.67) and that of the comparison group teachers (10.85). The range of scores on the 17-item survey was from 2 to 17 for 79 teachers of grades 4 to 6 who received RITE services and from 3 to 15 for 83 teachers in the comparison group. The reasons for these results are not clear. Because of delays in the implementation of the Elementary Component, sufficient time may not have been available for RITE staff to provide service on this topic to the extent originally intended. It is also possible that the survey was insensitive to qualitative differences in classroom implementation between the two groups of teachers or that respondents answered survey items in the socially desirable direction. It is anticipated that both programmatic clarification and instrument revisions will be undertaken for 1980-1981.

Objective 3: Secondary subject teachers receiving RITE services will focus on reading activities in teaching their content subjects to a greater degree than non-RITE subject teachers, as indicated by a statistically significant difference in scores between the two groups on the RITE Secondary Content Area Survey.

The objective was attained. The 7.8 point difference between the mean score of project participants (21.2) and that of the comparison group (14.4) was statistically significant ($p<.05$). The range of scores on this 30 item survey was from 5 to 30 for 17 teachers who received RITE services and from 4 to 27 for teachers in the same schools who did not receive RITE services.

IMPACT

The Kindergarten and Secondary RITE components were fully implemented for the entire year, and delays to the implementation of the Elementary Component were resolved by mid-year. Across all components, the eleven RITE consultants provided services to 322 teachers in a wide variety of reading instruction areas. Services were individualized and geared to specific teacher needs. In addition, the RITE staff provided workshop series for kindergarten teachers, new elementary teachers, and intermediate grade subject matter teachers.

Two of three project objectives were attained. More than the expected proportion of new teachers attained mastery level scores on the RITE Test of Reading

Knowledge. Secondary teachers receiving RITE services reported the implementation of reading activities in teaching content subjects to a greater degree than did a comparison group of teachers. The objective regarding intermediate grade teachers' implementation of reading in the content areas was not attained. Programmatic changes and revisions to the measuring devices are planned for the 1980-1981 school year.

SUMMER READING READINESS
(A Component of the COMPREHENSIVE READING PROJECT)
Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-651
OPERATING YEARS:	1972-1980
GRADES SERVED:	K-1
NO. OF PUPILS:	Public 350, Nonpublic 1,048
NO. OF SCHOOLS:	Nonpublic 33
NO. OF EMPLOYEES:	Professional 103 (part time), Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$63,300
SERVICE PROVIDED:	Children from eligible public and nonpublic schools attended designated centers each morning for four weeks during the summer for appropriate learning experiences.
EVALUATION TEAM:	Louis Scheiner, Ethel K. Goldberg, Anne Lukshus

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OBSERVED ACTIVITIES

The project was fully implemented in a manner consistent with the Title I Application. The project was attended by 835 pre-first-grade children (Priority 1) and 563 low-achieving, first-grade children (Priority 2) at the 33 participating schools. Each group had its own teacher and usually included children of only one priority classification.

The curriculum stressed four basic areas for instruction depending on the individual child's needs: (a) basic reading instruction, (b) alphabet and phonics skills, (c) writing readiness and classroom management procedures, and (d) learning center activities.

ATTAINMENT OF OBJECTIVES

Objective 1: At the conclusion of the four-week project term, at least 60% of the pre-first grade pupils who attend at least 75% of the project sessions will have acquired skills in aural comprehension (such as abilities to pay attention, organize, infer from, retain what has been heard) as indicated by the attainment of a score of at least 18 correct items out of 28 on Part 4, Aural Comprehension of the Stanford Early School Achievement Test (SESAT).

This objective was attained. Of the 678 Priority 1 children who attended at least 14 of their 19 sessions, 657 had Part 4 scores reported by their project

teachers. Of those, 418 (64%) attained the criterion score of at least 18 correct items. This percentage surpassed the specified minimum of 60%. Of the 33 schools in the project, 20 had success rates of at least 60%.

Objective 2a: At the conclusion of the four-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by mastery of consonants and vowels specified for their respective entry levels, such mastery recorded on the project's Diagnostic Profile.

This objective was not attained. The pupil's mastery or nonmastery of each of 74 elements (single consonants and vowels in various contexts) was recorded in May by the first grade teacher and in the final week of the project by the pupil's summer teacher. Expected growth was on a sliding scale keyed to the individual's developmental level in May.

Of the 435 Priority 2 children who attended at least 14 of their 19 sessions, 354 had usable Diagnostic Profiles submitted by their summer teachers. Of those, 57% made the amount of progress specified for their respective entry levels. Of the 33 schools that submitted usable profiles, 14 had success rates of at least 60%.

Objective 2b: At the conclusion of the four-week project term, at least 60% of the underachieving first-grade pupils who attend at least 75% of the project sessions will have improved their basic reading-readiness skills to the extent indicated by recognition of at least 15 new words (or mastery of the entire list) on the Sight Word List.

This objective was not attained. The pupil's mastery or nonmastery of each of 60 preprimer and primer words was recorded in May by the first-grade teacher and in the final week of the project by the pupil's summer teacher.

Of the 435 Priority 2 children who attended at least 14 of their 19 sessions, 426 had usable Sight Word Lists submitted by their summer teachers. Of those, 55% made the amount of progress specified in the stated objective. This percentage did not surpass the minimum expectation of 60%. Of the 33 schools that submitted usable forms, 13 had success rates of at least 60%.

IMPACT

The Summer Reading Readiness project served 835 children about to enter first grade and 563 children who had completed the first grade with less than satisfactory academic achievement. The project was fully implemented as described in the Title I Application.

Of the preschooler who attended at least three-fourths of the project sessions and took the SESAT Aural Comprehension subtest, 64% earned the specified score of at least 18 correct items. Of the first graders who attended at least three-fourths of the project sessions and were rated on the Diagnostic Profile and/or the Sight Word list, 57% made the specified gains in mastery of single vowels and consonants in various contexts, and 55% made the specified progress in word recognition.

Thus, with each of its objectives calling for 60% of the pupils to meet its respecitve criterion, the project attained its objective only for the pre-first-grade children in aural comprehension skills, and nearly attained the remaining two objectives.

COMPUTER-MANAGED INSTRUCTION

Abstract

ADMINISTRATOR:	Sylvia Charp
HEADQUARTERS:	5th floor, Fifth and Luzerne Streets
TELEPHONE:	BA 9-9492
PBRS CODE:	11-24-846
OPERATING YEARS:	1966-1980
GRADES SERVED:	1†9
NO. OF PUPILS:	1,760
NO. OF SCHOOLS:	22
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 1, Clerical 1
CURRENT BUDGET:	$175,600
SERVICE PROVIDED:	Pupils receive individualized instruction and reinforcement in reading and mathematics in which diagnosis of pupil needs, prescription, evaluation, and management of instructional facilities are computer-managed.
EVALUATION TEAM:	Robert N. Sebastian, Ethel K. Goldberg, David B. Patton

OBSERVED ACTIVITIES

During the 1979-80 school year, all Title I programs under the CMI umbrella were fully operational. Individualized instruction was provided in math computation and drill in six elementary schools and one junior high school, a reading skills program operated in fourteen elementary schools which contained reading centers, and a beginning reading program, Project SABRE, continued to operate in one school.

The range of these activities might best be conceptualized in terms of technology: at one end of the spectrum, the most technology-intensive component, Project SABRE, provided a nearly complete reading program by means of cathode ray terminals, interfacing tape cassettes, and coordinated reading series. The lower technology projects, math drill and practice and reading skills, used the computer terminal, usually in a cluster of teletypes, as a means to test and direct students to off-line materials. In this lower cost, computer managed mode students spent most of their time with workbooks, texts, and instructional aids which were cross-referenced with the computer program but otherwise independent of it.

The total of 61 computer terminals in operation across schools typically accommodated between 10 and 100 students each per day. The ratio of students

to terminals increased as the technology level decreased from high (Project SABRE) to low (drill and practice). In the computer-managed mode, one classroom could contain two or three terminals for diagnosis of students who would be branched to off-line instruction upon completion.

ATTAINMENT OF OBJECTIVES

Objective 1: Project SABRE participants will improve in reading skills so that the average pupil will gain at least one reading level as measured by group informal reading inventories administered in November and May.

This objective was fully attained. The mean November reading level for the students in grades 1 to 6 was 3.50; the students who were administered the criterion-referenced reading tests again in May had a mean level of 4.97, approximately a 5th grade reading level in work recognition and comprehension. The increase of 1.47 exceeded the objective for the 74 students who had taken the reading inventory in both November and May.

Objective 2: Participating primary and secondary students will improve in arithmetic fundamentals as demonstrated by an average completion rate of 15 units of drill and practice math on the computer-administered block tests.

The objective was attained. The 332 students in four elementary and secondary schools completed an average of 17 blocks of material. More importantly, the average gain score within blocks, the average posttest minus pretest, was consistently positive at all levels of the curriculum and in all schools. The students at the one elementary and three middle schools showed a median gain of less than ten percent over all levels of material completed. However, the pretest scores were high -- the project's purpose is to provide drill and practice rather than initial instruction.

Objective 3: Participating secondary students will improve in reading skills so that the average pupil will attain mastery on 70% of the Reading Competency tests on the first attempt.

This objective was attained. Students who had received prior instruction on-line in the CMI reading program successfully completed 84% of topic posttests in the areas of sentence recognition, main ideas, inferences, determining relationships among paragraphs, and understanding causal connections in the reading matter in which they were instructed.

IMPACT

All components of the Computer Managed Instruction Project presented students with structured sequences of reading and math curriculum at both elementary and secondary levels of instruction. At the same time, the use of the materials was entirely contingent upon the classroom teachers' decision to involve certain students in the program. The benefits of the program to the teachers lay in providing precise feedback on students on detailed areas of the curriculum. For the student, the program allowed a self-paced, individualized approach with alternative instructional paths and strategies. Achievement gains in both reading and arithmetic surpassed the established criterion for elementary and secondary school students.

EDUCATION IN WORLD AFFAIRS

Abstract

ADMINISTRATOR:	Margaret Lonzetta
HEADQUARTERS:	World Affairs Council, Wanamaker's, 13th and Market Streets
TELEPHONE:	LO 3-5363
PBRS CODE:	11-03-556
OPERATING YEARS:	1966-1980
GRADES SERVED:	6-12
NO. OF PUPILS:	Public 2,135, Nonpublic 490
NO. OF SCHOOLS:	Public 59, Nonpublic 12
NO. OF EMPLOYEES:	Professional 2, Paraprofessional 0, Clerical 0
CURRENT BUDGET:	$139,400
SERVICE PROVIDED:	A basic skills program that promotes knowledge and understanding of current world situations and the interdependence of all nations. Books, magazines, booklets, films, guest speakers, trips, and conferences are planned and provided for participating students. Workshops and teaching guides are provided for teachers.
EVALUATION TEAM:	William E. Loue III, Lisbeth R. Sklar*

OBSERVED ACTIVITIES

The Education in World Affairs project (EWA) was fully implemented according to its intended mode of operation. Three effectively coordinated programs were organized and implemented by the project director and three liaison teachers for 35 upper elementary, 25 junior high, and 14 senior high classes in 59 public and 12 non-public schools. Student materials were specially selected and created on each level to reinforce basic skills while introducing students to the world issues and topics studied. These materials included booklets written and illustrated under the guidance of the World Affairs Council as well as commerically published books, periodicals, maps, wallcharts, duplicating masters, and audio-visual aids. All materials, except the periodicals, are distributed at the beginning of each school year and are displayed in the classroom so that the project participants have ready access to them. Each unit of study was further enriched by specially planned programs, trips, and guest speakers.

At the beginning of the project year, introductory planning workshops were held at the project headquarters for the faculty sponsors and reading teachers on each level. Teachers in attendance were introduced to the topics, materials, and trips selected for the year.

To monitor the time spent on EWA activities and the materials used to teach the lessons, an Activity Log was developed and distributed to the faculty sponsors. Each faculty sponsor was asked to maintain the Activity Log for a selected unit. Some reading teachers also chose to use this form.

Elementary students studied four units: One World, Clothing, Shelter, and Food. The junior high groups studied three units: One World, Environment, and Human Rights. Senior high groups studied two topics currently in the news: "Indochina Refugees: Current Problems and Prospects" and "A Look at the Crescent of Crisis". They also conducted and participated in a model United Nations and a model Senate Foreign Relations Committee Hearing. Speakers visited classrooms and talked about their respective countries or areas of expertise. Trips were taken to various cultural and environmental sites where specially prepared programs and lectures were presented to the EWA students. Elementary classes developed original presentations for end-of-year culminating programs hosted by five schools; junior high classes participated in a World Fair. Senior high students participated in three Afternoons With The Experts to discuss: "The Military Draft: An Issue That Won't Fade", "Viet Nam and Its Neighbors, and "The National Service Debate". The latter session was an extension of the first "Afternoon" discussion and was scheduled in response to the intensity of student interest.

A special effort was made this year to coordinate the EWA social studies program with the Title I Reading program on the junior and senior high school levels. To encourage the improvement of students' reading comprehension and communications skills, the Title I students were specially rostered to Title I reading classes. The Title I reading teachers, working with the EWA faculty sponsors and the World Affairs Council staff, were provided with materials designed to be used as a follow-up to the lessons taught by the faculty sponsors.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1979-1980 school year, students in grades 6-9 participating in the Education in World Affairs project will improve their knowledge of global issues as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between the Fall and Spring administrations of the Elementary and Junior High School editions of the Global Issues Information Test.

This objective was fully attained by participating elementary and junior high school students.

The Elementary School Edition of the Global Issues Information Test was revised cooperatively by the evaluation team and the project staff. The 25 items were divided into four subtests and included vocabulary selected from the booklets prepared for the four units studied during the current year: One World, Clothing, Shelter, and Food. Levels of mastery were established by the project staff for each of these subtests. A total of 236 students from 12 randomly selected classrooms were tested. An analysis of the results revealed that on each subtest a significantly ($p<.10$) greater number of elementary students demonstrated mastery between fall and spring test administrations. Further analysis of the test results revealed improvement in the total test score from pretest to posttest for 96% of the students tested.

The Junior High School Edition of the Global Issues Information Test was revised using the same procedure as the Elementary School Edition. The 25 test items were divided into four subtests: One World, Environment, Human Rights, and Geography. Levels of mastery were established for each subtest by the project staff. A total of 146 students from 8 randomly selected junior high classrooms were tested. A significantly ($p<.10$) greater number of junior high students demonstrated mastery on each subtest between fall and spring test administrations. Further analysis of the junior high school results revealed an improvement in the total test score from pretest to posttest for 75% of the students tested.

Objective 2: During the 1979-1980 school year, students in grades 10-12 participating in the Education in World Affairs project will improve their knowledge of concepts related to international affairs and the workings of international politics as evidenced by a significantly ($p<.10$) greater number of students demonstrating mastery between Fall and Spring administrations of the revised International Political Information Test.

This objective was attained in three of the four subtests of the International Political Information Test. The 25 test items were divided into four subtests: Geography, Politics, Economics, and Human Rights. Levels of mastery were established by the project staff for each of these subtests. A total of 174 students from 10 randomly selected senior high classrooms were tested. An analysis of the results revealed that a significantly ($p<.10$) greater number of senior high students demonstrated mastery on the Politics, Economics and Human Rights subtests between fall and spring test administrations; the desired improvement was not achieved on the Geography subtest. However, further analysis of the senior high results revealed improvement in the total test score from the pretest to the posttest for 65% of the students tested.

IMPACT

The project was fully implemented according to its intended mode of operation. Participating students on all three levels were provided with background information about global issues. Instruction continued to be organized into units following a multifaceted approach which included reading skill supplements, visual materials, trips, special programs, and guest speakers. The project continued their effort to coordinate Title I reading services with the EWA program by including the reading teachers in all staff development efforts and providing them with special materials. Observations by the evaluation team verified the attendance and participation by teachers and students at every level.

Students on all three levels were tested this year. A significant number of elementary and junior high students showed the desired gain in subtest mastery. The desired mastery level gain by senior high students was achieved for three of four subtests. A majority of all students showed an improvement in total test scores.

Finally, EWA continued to plan activities to promote interaction between teachers and students from all the participating schools. Elementary and junior high classes shared presentations at end-of-year culminating programs. Senior high students planned and participated in seminar and forum discussions, the model United Nations, and model Senate Hearings. Classes scheduled together for special trips also had opportunities to interact. Planning-workshops, a staff development session, and culminating programs provided the opportunity for dissemination of information and informal sharing of ideas among teachers and project personnel. The evaluation team concluded that the project provided a relevant and well-planned educational program enriched by fine materials, meaningful experiences and staff support.

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Abstract

ADMINISTRATOR:	Eleanor Sandstrom
HEADQUARTERS:	Room 300, 21st Street and Parkway
TELEPHONE:	299-7791
PBRS CODE:	11-02-551
OPERATING YEARS:	1966-1980 (Originally English as a Second Language)
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 2,735, Nonpublic 550
NO. OF SCHOOLS:	Public 24, Nonpublic 8
NO. OF EMPLOYEES:	Professional 59, Paraprofessional 6, Clerical 2
CURRENT BUDGET:	$1,461,281
SERVICE PROVIDED:	Teaching English to speakers of other languages
EVALUATION TEAM:	Robert M. Offenberg, Bob Epstein, Carlos Rodriguez-Acosta

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented. During the fall, teachers identified pupils who were in need of service through recommendations carried forward by a computer managed ESOL data file and through screening of new admissions. According to records of the Division of Administrative and Survey Research, 3,680 pupils were assigned to ESOL instruction. There were 1,589 pupils at the beginning, 1,203 pupils at the intermediate, and 888 at the advanced instructional levels of the program in the fall.

The initial testing was completed by October, 1979, with continued testing ongoing as target pupils entered the system. Pupils tested at schools without ESOL or Bilingual programs were made aware of provisions for transfer to schools that provided services. Eight hundred and sixty-one pupils were newly screened, system wide, between October and April. A large increase in the number of Indochinese pupils presented problems in screening, scheduling of services, and provision of trained personnel at some schools. In the last two years the target population has changed from an almost exclusively Hispanic one to one with a substantial proportion of Southeast Asians.

A total of 23 classrooms were monitored by the end of the first half of the school year. In March and April every school was visited when evaluators conducted testing. Classroom contact suggested that the program was carried out in a manner consistent with the proposal. When some schools were faced with a sudden influx of Indochinese students, resources were strained until

personnel and classroom space were obtained. The project director was frequently observed taking steps to relieve the strain. Principals and program staff assisted the newly arrived families in obtaining clothing and services from community groups.

Workshops in reading skills were scheduled for program teachers in May. Increased attention has been given to the reading problems of pupils who have some mastery of spoken English.

In summary, the English to Speakers of Other Languages program continues to function as planned. Program staff have had to deal with a pupil group whose home language is other than Spanish to a greater extent than in the past. The continuing immigration of pupils of Southeast Asian origin continues to warrant attention.

ATTAINMENT OF OBJECTIVES

Objective 1: The longer a pupil studies ESOL, the higher he/she will score on the Test of Aural Comprehension of English (TAC), when the pupil's background is taken into account. A regression equation computed on tests administered in March, 1980 will show a statistically significant relationship ($p<.10$) between the length of time a pupil studied ESOL and TAC score when sex, age, grade, place of birth, mother tongue, and length of residence on the mainland are controlled.

This objective was attained. The TAC was administered to a stratified random sample of classes consisting of pupils in grade 2 and above. One class was tested at each program school. A statistically significant ($p<.10$) relationship between the length of time the pupil studied ESOL and TAC score was found for the 283 pupils whose performance was analyzed when test form, birthplace, age, school type (public or non-public), and length of residence in an English-speaking area were controlled statistically.

Grade was not used in the analysis because of its close relationship to age. Sex was not used in the analysis because it had not proved to be an important control variable in prior years.

Objective 2: Pupils enrolled in ESOL will show increased facility in speaking English, as demonstrated by a statistically significant ($p<.10$) correlation between the number of months a pupil has studied ESOL and the pupil's score on the speaking section of the ESOL Screening Test when the pupil's mastery of English at the time of enrollment is controlled.

This objective was attained. The two speaking sub-sections of the Philadelphia ESOL screening test were administered within a few weeks of the TAC testing. Teachers tested a stratified random sample of pupils similar to the one used to

evaluate Objective 1. It consisted of a randomly drawn subsample of one to seven pupils per class, and included first grade pupils.

Statistically significant ($p<.10$) relationships were found between the speaking test scores and the amount of time pupils participated in the program when birthplace, age, school type, and length of residence in an English-speaking area were controlled statistically by regression models paralleling the one used to evaluate comprehension.

Objective 3: Instruction in the pupil's mother tongue will be provided in at least eight schools in order to assist pupils of limited English proficiency to master subject area content as they learn English.

This objective was attained. Instruction in the mother tongue was provided in 14 schools. Observations and interviews indicated that bilingual education in Spanish was conducted at all these sites. Two of these schools also offered bilingual education in other languages.

IMPACT

Analysis of tests measuring pupil's speaking and understanding of English indicated that the rate of acquisition of these skills was accelerated by the project. Monitoring confirmed that instruction in the pupils' home languages was available at many project sites. A large number of newly immigrated Southeast Asian pupils were accomodated at some project sites.

FOLLOW THROUGH (ESEA TITLE I COMPONENT)
Abstract

ADMINISTRATOR:	Leontine D Scott
HEADQUARTERS:	Room 510, 21st Street and Parkway
TELEPHONE:	299-7659
PBRS CODE:	11-01(02)-699, 11-01(02)-511
OPERATING YEARS:	1968-1980
GRADES SERVED:	K-3
NO. OF PUPILS:	9,125
NO. OF SCHOOLS:	42
NO. OF EMPLOYEES:	Professional 67, Paraprofessional 197, Clerical 3
CURRENT BUDGET:	$4,786,100
SERVICE PROVIDED:	Six of the 22 Follow Through models are represented in Philadelphia, each model-sponsor contracted to provide staff-development and consulting services for implementation of a specific instructional approach. Special funding is provided to develop effective levels of parent involvement and special supportive medical, dental, psychological, social, and nutritional services for pupils.
EVALUATION TEAM:	Thomas McNamara, Judith Goodwin, John McKinney Anne Lukshus

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OBSERVED ACTIVITIES

The intended mode of operation was partially attained in both the Original and the Expansion Programs in general. This year both programs seemed to enjoy basic stability among classroom staffs, but a number of new staff assigned last year required special training throughout the year.

In the Original Program, the Bank Street Model appeared to have basically good implementation despite the lack of consistent sponsor input. The Behavior Analysis Model also seemed to have generally good implementation, although not receiving the same amount of sponsor support as formerly. Implementation in the Bilingual Model appeared to be greatly improved, in particular as a result of marked improvement in the school that had consistently lagged behind in this respect; the other school seemed to show a continued high level of implementation, and the Bilingual Sponsor contined to provide consistent support. The EDC Model continued to improve also, apparently due to consistent local efforts and effective sponsor consultation. In the Philadelphia Process and the Parent Implemented Model (which uses the Philadelphia Process approach), there were some initial problems because two schools were without an expeditor for a time, but implementation steadily improved during the year.

In the Expansion Program there seemed to be good implementation of all four options overall, though on a school by school basis, implementation ranged from

inconsistent to excellent. Effective use of paraprofessionals seemed to have steadily improved across the program.

Parent Involvement was greatly improved over last year, especially in the Original Program, where parent scholars formed part of the instructional team at all sites for the first time. Many parent scholars contributed volunteer time after serving their scheduled cycles as parent scholars. In the Expansion Program, parent scholars continued to be present at all sites, and the Parent Training Coordinator provided continual training opportunities for these and other program parents.

Staff development both in terms of formal sessions and informal consultations was provided on a very consistent basis across both programs.

Supplementary dental, psychological and social services were provided to almost all Original Program sites by the latter half of the year. Medical services were provided through regular School District arrangements in both programs. Funding restrictions did not allow provision for supplementary services in the Expansion Program.

ATTAINMENT OF OBJECTIVES

Objective 1: In at least 2/3 of the expansion program schools, third grade pupils in Total Reading and Total Mathematics on the California Achievement Test (CAT) in February, 1980 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total third grade group in these same schools in February, 1979.

This objective was not attained. For full attainment 18 of the 27 schools would have had to show improvement in these two areas on either performance indicator. (One of the 28 schools was not included in the comparisons because it did not have program classes in third grade this past year.) Partial attainment was not considered sufficiently in evidence either. While more than half of the schools (15 and 16 respectively in Total Reading and Total Math) showed improvement on the below 50th percentile indicator, this was not so in below 16th percentile performance, where 12 and 11 schools respectively improved in the two areas.

Objective 2: In at least six schools representing at least four models in the original program, third grade pupils in Total Reading and Total Mathematics on the CAT in February, 1980 will have a smaller percentage scoring below the 16th or below the 50th percentile than the total third grade group in these same schools in February, 1979.

This objective was partially attained because the stated criteria were consistently met in at least 6 schools on both performance indicators in both subject matter areas. The improved schools represented 4 different models, however,

only in the one case of improved below 16th percentile performance in Total Mathematics, never representing more than 3 models in Total Reading on either indicator or more than two models in Total Math on the below 50th percentile indicator.

Objective 3: In at least 1/2 of the expansion program schools, at least 1/3 of the parents on the average will attend the monthly parent education sessions conducted by the program.

This objective was not attained. Though almost two-thirds of the expansion schools had at least 5 monthly parent education workshops during the year, parent attendance did not reach the 1/3 level at any of the schools.

Objective 4: In at least 1/2 of the original program schools there will be at least an average of one hour of parent volunteer time monthly to match the number of children in the program and at least 50% of the program parents will attend one school meeting or affair during the school year.

This objective was partially attained. While only 4 of the 14 schools met the criteria for the first part of the objective regarding parent volunteer hours, in 7 (1/2) of the schools at least 50% of the parents appear to have attended at least one school meeting during the year, thus satisfying the second part of the objective.

IMPACT

In both the Original and the Expansion Programs, the intended mode of operation was partially attained overall. The programs appeared to have had a basically stable staff in 1979-1980 but a considerable number of these had been newly assigned to the program the previous year and required extensive training.

The Original Program partially attained its third grade improvement objective but the Expansion Program did not. In the parent involvement area, while both programs showed increased efforts, again the Original Program showed partial attainment of its objective while the Expansion Program did not show attainment.

The Original Program continued to show some positive impact in both improved achievement at third grade and in parent attendance at school meetings. The Expansion Program did not manifest this same degree of impact in these areas this past year.

INSTITUTIONS FOR NEGLECTED AND DELINQUENT CHILDREN

Abstract

ADMINISTRATOR:	Robert F. Magliano
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-05-587, 11-05-588
OPERATING YEARS:	1968-1980
GRADES SERVED:	PK-12
NO. OF PUPILS:	Public 387, Nonpublic 528
NO. OF SCHOOLS:	17 Institutions
NO. OF EMPLOYEES:	Contracted Service. Staff varies with each Institution
CURRENT BUDGET:	$378,680
SERVICE PROVIDED:	Each institution has its unique program suited to its specific goals, emphasizing remedial and/or tutorial instruction in reading and/or mathematics.
EVALUATION TEAM:	William E. Loue III, Judith Green*, Lenore Sternhell

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OBSERVED ACTIVITIES

The project's intended mode of operation was implemented with the following exceptions: (1) the forced closing of one institution because of budgetary difficulties, (2) the interruption of a) one institution's program in the fall because of a labor dispute and b) two institutions' programs because of periodic staff vacancies, and (3) the delayed program implementation because of difficulties in hiring qualified personnel at three institutions.

Program implementation varied widely among the 17 institutions with twelve institutions scheduling tutoring activities in the late afternoon or evening and five institutions integrating project activities within the regular school day. Instruction in basic skills was provided primarily by certified professionals although tutoring sessions were sometimes conducted by paraprofessionals under close supervision of the project staff. Students ranged in age from pre-kindergarten through high school and generally received instruction individually or in small groups.

Eight institutions provided reading-language arts instruction, two institutions provided mathematics instruction, and seven institutions provided both reading and mathematics instruction. Programs used Title I funds to provide instructional staff, materials, and services that would otherwise be unavailable to their students.

ATTAINMENT OF OBJECTIVES

Objective 1: During the 1979-1980 school year, institutionalized students receiving Title I services will improve their basic skills in reading as evidenced by one month gain for every two months of project involvement as indicated by pretest and posttest results on the Woodcock Reading Mastery Test.

This objective was attained. Data were submitted by 13 of the 14 institutions which provided reading instruction. The data indicated that during the 1979-1980 fiscal year, 386 students received reading services. Test scores were available for 278 students representing twelve institutions. The remaining 108 students either (1) left the program without being posttested, (2) received less than two months of instruction between pretest and posttest, or (3) came from the one institution that closed during the school year.

Students were administered Form A or B of the Woodcock Reading Mastery Test upon entering the program and were posttested either when leaving the program or at the end of the year. The students receiving reading instruction spent an average of six months in their respective programs. Therefore, the average expected gain between pretest and posttest was 3 months. The mean pretest reading grade equivalent (GE) score was 3.0 and the mean posttest grade equivalent was 3.9. The difference between pretest and posttest scores of 9 months, exceeded the expected gain by six months.

Objective 2: During the 1979-1980 school year, institutionalized students receiving Title I services will improve their basic skills in mathematics as evidenced by at least one month gain for every two months of project involvement as indicated by pretest and posttest results on the KeyMath Diagnostic Arithmetic Test.

This objective was attained. Data were submitted from nine of the 11 institutions providing mathematics instruction. The data indicated that during the 1979-1980 fiscal year 259 students received mathematics services. One of the nine institutions provided an intensive summer program for its students. These data were analyzed separately. The remaining eight institutions provided usable test scores for 170 students and the remaining 89 students either (1) left the program before being posttested or (2) received less than two months of mathematics instruction between pretest and posttest.

Students were administered the KeyMath Diagnostic Arithmetic Test at the beginning of the school year or upon entering the program and again at the end of the year or upon exiting from the program. Students received mathematics instruction for an average of six months between the pretest and posttest. Therefore, the expected gain in grade equivalent scores was three months.

The mean pretest score for the KeyMath Test was 3.5 G.E. and the mean posttest score was 4.1 G.E. The mean gain of six months exceeded the expected gain by three months.

IMPACT

Eligible institutionalized students received basic skills instruction either individually or in small groups. While program implementation varied among the institutions, the objectives pertaining to students' gains in reading and mathematics skills were both attained. In each area, the achievement gain was at least twice as much as was expected.

LEARNING CENTERS

Abstract

ADMINISTRATOR:	Allen W. Banbury
HEADQUARTERS:	Durham School-Room 116
TELEPHONE:	732-3206
PBRS CODE:	11-02-541
OPERATING YEARS:	1966-1980
GRADES SERVED:	K-8 (children), PK-12 (teachers/adults)
NO. OF PUPILS:	650 (direct service), 66,400 (indirect estimate via teacher training)
NO. OF SCHOOLS	8
NO. OF EMPLOYEES:	Professional 14, Paraprofessional 3, Clerical 2
CURRENT BUDGET:	$561,300
SERVICE PROVIDED:	In LC laboratories a discovery-oriented approach engages children in game-like activities designed to promote learning of mathematics and other basic skills. The Teacher-Parent Center provides curriculum and skill development to teachers, aides, administrators, and parents on released-time and volunteer-time bases.
EVALUATION TEAM:	William E. Loue III, Judith Green, Lisbeth Sklar

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OBSERVED ACTIVITIES

The Learning Centers project was partially implemented according to its intended mode of operation. The serious illnesses of three of the eight lab teachers prevented a full year's delivery of services at three project schools.

The project consisted of two components, the Learning Center laboratories and the Philadelphia Teacher-Parent Center (TPC). The laboratories, located in eight elementary schools, provided eligible students with remedial and enrichment activities in mathematics, reading, and communication arts. The Teacher-Parent Center offered teachers two major services: (1) the physical facility and the professional assistance to fabricate learning games, activities, and related educational furniture and (2) staff development activities designed to create unique and varied learning activities in teacher's classrooms. It should be noted that an extension of the Center, the Traveling Teacher Center (TCC), conducted similar activities at selected sites throughout the system.

Teachers in the labs were observed using numerous concrete mathematics (hundreds' boards, cuisinaire rods, games) and language (compound word match, blends) teaching aids and providing many applied learning experiences. Approximately 600 children received the specialized attention of the project lab teachers during the current school year.

The Teacher-Parent Center experienced over 3,450 visits by teachers, parents, and administrators. The Traveling Teacher Center provided direction and assistance for the creation of teaching aids and furniture to an additional 2,900 individuals from 69 schools during 113 days of service. The Center also offered: (1) 32 workshops for teachers covering a variety of themes and activities (trains, bicycles, solar energy, etc.), (2) workshops for the entire faculty of six schools, and (3) 32 special sessions for the personnel from 11 other Title I projects.

ATTAINMENT OF OBJECTIVES

Objective 1: Pupils in Learning Centers Labs, on the average, will gain at least one (1) instructional level in total mathematics ability as evidenced by 80% mastery on the respective Philadelphia Mathematics Evaluation Tests administered in November 1979 and May 1980.

This objective was attained. The Philadelphia Mathematics Evaluation Tests were administered in September 1979 and again in May 1980 to the students in seven Learning Center Labs. Test scores from 439 students indicated that, on the average, a 1.61 level gain was obtained. This exceeded the expected average gain of one (1) instructional level.

Objective 2: Teacher participants in the Teacher-Parent Center Program (TPC), either at the Center or on a school site, will report that they were assisted in continuing their professional growth as teachers in such areas as adopting new teaching strategies for their classrooms and constructing needed classroom equipment and instructional materials.

This objective was fully attained. The Teacher Center Survey, Part 1 was completed by visitors to the TPC or a TTC workshop who created over 3,500 items. Responses indicated that participants received a high degree of assistance from the TPC staff in continuing their professional growth. Specifically, 100% of the participants reported staff involvement (designing, measuring, cutting pieces, using tools, finding references, cheerleading) in the creation of items in the Teacher Center, and for forty-eight percent (48%) of the items, participants reported staff input in their decision-making process. Teachers visiting the TPC, on the average, planned to make 1.31 items and actually created 2.04 items. Thus it was concluded that teachers did accomplish their purposes in coming to the Teacher Center.

Teachers also indicated that the materials and equipment they made were effective. They reported the creation of 446 different items in the Center; 35 of these items were selected for further evaluation. Two versions of the Teacher Center Survey, Part 2 were created and sent to teachers who had made these learning aides and furniture. Of the 179 teachers surveyed who made learning aids, 115 (64%) found the items "very effective" in helping them to "better organize, prepare and present" their instructional activity; 62 (35%) found the items "somewhat effective." The items were reported to be "very effective" in helping students to learn what was taught by 123 (69%) of the teachers; 55 Teachers (31%) rated them as "somewhat effective." Of the 66 teachers surveyed who made furniture 54 (82%)

found it "very effective" in helping them to "better organize, prepare and present" their instructional activity; 10 (15%) found it "somewhat effective." When asked if they thought the item "contributed to their students' learning process," 52 (79%) said "Yes," and 12 (18%) said "No;" one person (2%) did not respond.

IMPACT

The Learning Centers project was partially implemented in its Learning Centers Laboratories due to the serious illnesses of three of the eight lab teachers. The Teacher-Parent Center component was fully implemented. Eight learning Center Labs provided manipulative learning experiences in basic arithmetic, problem solving, reading, language arts and communication skills. The Teacher-Parent Center received over 3,450 visits from teachers, parents and administrators. The Traveling Teacher Center served an additional 2,900 individuals. Thematic workshops and specially planned sessions for Title I personnel were planned and conducted by the Center staff.

Both of the project's objectives were attained. Students in the Learning Center Labs exceeded the expected levels of performance in basic skills as measured by the Philadelphia Mathematics Evaluation Test. Responses to a teacher survey indicated that participants received a high degree of assistance from the Teacher-Parent Center staff in the creation of classroom items and in continuing their professional growth.

MULTIMEDIA CENTER

Abstract

ADMINISTRATOR:	Charles McLaughlin
HEADQUARTERS:	Room 204, 21st Street and Parkway
TELEPHONE:	299-7842
PBRS CODE:	11-06-615
OPERATING YEARS:	1968-1980
GRADES SERVED:	K-12
NO. OF PUPILS:	Nonpublic 9,227
NO. OF SCHOOLS:	Nonpublic 53
NO. OF EMPLOYEES:	Paraprofessional 1, Clerical 3
CURRENT BUDGET:	$131,700
SERVICE PROVIDED:	The Multimedia Center provides a clearinghouse of audiovisual and other instructional materials that are related to the curricular needs of Title I pupils and their teachers.
EVALUATION TEAM:	Robert N. Sebastian, Ethel K. Goldberg, David B. Patton*

OBSERVED ACTIVITIES

The observations of the participating schools and the administrative center indicated that the project's proposed services as stated in the Title I application were being implemented efficiently and effectively.

Observations of the classroom use of Multi Media Center materials, supplemented by interviews with principals, teachers and parent aides, indicated an overwhelming acceptance and need for this type of program in the schools.

The center catalog listed 1,984 different items (ranging from filmstrips to highly sophisticated learning kits) for circulation among the fifty-three participating schools. Items could be borrowed for periods ranging from one week to an entire semester. A contracted trucking service provided weekly pickup and delivery services to the schools.

Between September 1979 and March 1980, 5,085 requests for materials were filled by the center. This represented nearly a 500 item increase over the 1978-79 requests. Additionally, the center had 1,765 pieces of audiovisual equipment housed on a continuous basis in the participating schools.

During the 1979-80 school year, the project coordinator provided training in the classroom use of audiovisual instructional materials to two classroom aides and 153 students.

ATTAINMENT OF OBJECTIVES

Objective 1: During the current school year, the Multimedia Center will provide audiovisual and other instructional materials that are related to the curricular needs of educationally deprived pupils. It is expected that the teachers will use an average of 20 materials during the year, as measu. ed by the Multimedia Center Survey.

This objective was attained. Between September, 1979 and April 30, 1980, 5,720 requests for audiovisual and other instructional materials were filled by the Center. The average teacher reported using 22.1 different items during the 1979-80 school year. This was an increase of 3.8 items over the 1978-79 school year. These items/materials were used, as reported by the teachers, primarily to supplement or enrich classroom work and also, to reinforce or review subject matter already taught.

Objective 2: During the school year, the coordinator of the Multimedia Center will provide paraprofessional aides with a minimum of 2-1/2 hours of in-service training in the classroom use of audiovisual and other instructional materials. An activity log of the training will be maintained by the coordinator.

This objective was attained. A minimum of three hours of individual and small-group training in the operation, care, and appropriate use of audiovisual equipment and materials was given by the Multimedia Center Coordinator to two classroom aides, representing one participating school. The two aides rated their training as excellent on a five point rating scale.

Objective 3: During the school year, the coordinator of the Multimedia Center will provide sixth grade students, selected by their schools for participation in the Cadet Corps, with a minimum of 1-1/2 hours of training in the use of audio-visual hardware. An activity log of the training will be maintained by the coordinator.

This objective was attained. Small-group training sessions, averaging approximately two hours in length were given to 153 fifth, sixth, seventh and eighth grade students, representing 38 participating schools. Twenty-four principals, responding to the Principal's Evaluation of Cadet Corps questionnaire, rated the performance of their Cadet Corps as "good to excellent".

IMPACT

The Multimedia Center was designed to provide audiovisual and other instructional materials plus support services to Title I eligible schools. The project's intended mode of operation was implemented as evidenced by the successful attainment of all the objectives proposed for the 1979-80 school year.

Multimedia Center records indicated that 1,984 different items were available for circulation to the participating schools and 6,133 requests for materials were made during the current school year.

The project attained its objectives by serving as a clearinghouse for curriculum related materials and by training aides and selected students in the operation and use of audiovisual equipment. The average teacher reported using 22.1 items from the Center during the current school year. Teachers felt that the Center was doing a good job in providing instructional materials that met the needs of Title I eligible pupils. Principals, teachers and aides contined to express satisfaction with the project's overall services.

PRESCHOOL CHILD DEVELOPMENT PROJECT

Abstract

ADMINISTRATOR:	Constance E. Clayton
HEADQUARTERS:	Room 226, 21st Street and Parkway
TELEPHONE:	299-7839
PBRS CODE:	11-01-508
OPERATING YEARS:	1977-1980
GRADES SERVED:	N-Pre-K and K
NO. OF PUPILS:	75
NO. OF SCHOOLS:	1
NO. OF EMPLOYEES:	Professional 3, Paraprofessional 3
CURRENT BUDGET:	$109,120
SERVICE PROVIDED:	A variety of proven early childhood intervention strategies are provided for young children aged 3 years to 5 years 7 months who are of different ethnic backgrounds.
EVALUATION TEAM:	Thomas McNamara, Carrolyn Iwamoto

OBSERVED ACTIVITIES

This project's intended mode of operation was fully attained in all essentails. Each class appeared to be consistently staffed with a teacher and an aide. Children were selected on established criteria, and were from different ethnic backgrounds. Breakfast, lunch and a snack were served daily.

The instructional program operated form 8:45 to 1:30 daily and appeared to be organized to provide a broad range of developmental experiences for young children, including emphasis on language, basic number concepts and science. The Developmental Behavior Checklist (DBC) is used to document developmental status throughout the year for each prekindergarten child, with particular attention paid to beginning-of-year and end-of year status. The Santa Clara Developmental Profile and the Stanford Early School Achievement Test (SESAT) are used to assess the developmental status of Kindergarten children.

Staff Development appeared to be provided on a consistent basis and parent involvement was promoted through workshops and a monthly newsletter.

ATTAINMENT OF OBJECTIVES

***Objective 1:** All project pupils will receive medical screenings and/or immunization against all major early childhood diseases by December, 1979.*

This objective was attained. All children were at least immunized against all major early childhood diseases either prior to or upon entrance to the program. Medical screenings were unable to be provided this year.

Objective 2: In Spring 1980, no more than 10% of the prekindergarten pupils in the project will show signs of developmental delay as measured by the Developmental Behavior Checklist (DBC).

This objective was also attained. Only 8% (3 of the 39 children involved) showed signs of developmental delay on the DBC.

Objective 3: A smaller percentage of kindergarten pupils in the project will score below the 50% percentile on the Total Score of the Stanford Early School Achievement Test (SESAT) in February, 1980 than the total district in which the project is located.

This objective also was attained. Only 18% (4 of the 22 children involved) scored below the national 50th percentile on the Total Score of the SESAT in February, 1980, in contrast to the total district, which had 43% below the 50th percentile on the Total Score.

IMPACT

This project for nursery, prekindergarten and kindergarten children of different ethnic backgrounds fully attained its intended mode of operation in all essentials.

The project also fully attained its three objectives for 1979-1980: all project pupils were immunized against all major early childhood diseases no later than on entrance to the program; only 8% of the children continued to show signs of developmental delay in Spring, 1980; and only 18% scored below the 50th percentile on the total score of the SESAT in contrast to 43% of the total district.

The above performance indicated that the project is continuing to have its desired effect on the children enrolled.

SCHOOL-COMMUNITY COORDINATOR

Abstract

ADMINISTRATOR:	Alfonso Williams
HEADQUARTERS:	Room B-3, Stevens School
TELEPHONE:	MA 7-1282
PBRS CODE:	11-17-505
OPERATING YEARS:	1966-1980
GRADES SERVED:	PK-12
NO. OF PUPILS:	85,480
NO. OF SCHOOLS:	147
NO. OF EMPLOYEES:	Professional 3, Paraprofessional 170, Clerical 2
CURRENT BUDGET:	$3,152,600
SERVICE PROVIDED:	The project employs community residents to work with school children, students, parents, and school staffs, satisfying needs, transmitting information, promoting mutual understanding, and encouraging participation between the school and the community.
EVALUATION TEAM:	Arnold Escourt, Josephine Amato, Fleta B. Waters*

OBSERVED ACTIVITIES

The School-Community Coordinator (SCC) project's intended mode of operation was fully implemented. The evaluation team conducted half-day case studies of activities of 24 SCCs and interviewed four other SCCs at 27 participating schools. Staff development activities were also observed.

A total of 147 schools were served by at least one SCC. In 14 schools with large populations of Spanish surnamed children, the SCC was bilingual. In nine of the 14 schools, two SCCs provided services.

Principals, staff members, and even parents were observed asking SCCs to visit the homes of Title I eligible children to discuss with their parents matters in the areas of behavior, absence, lateness, cutting, health, basic skills, and work habits. Coordinators did not hesitate to initiate home-visit contacts with parents if they felt the Title I eligible children would be helped. In school, SCCs furnished assistance to children having problems relating to such things as class attendance, faculty-student-peer relationships, lost articles, clothing, emergency materials needed, and a need for someone to talk to after the death of a relative. SCCs also assumed a leading role in disseminating information to parents of Title I eligible children about the School District's immunization program as well as Parent Partnership Workshops.

School-community coordinators in high schools served Title I eligible entry level students and worked with school personnel, parents, and their children to help prevent dropouts. High school coordinators also met with parents to improve the basic skills, work habits, and the health of referred students.

In conjunction with the school staff, SCCs conducted cluster meetings for parents concerning the children's needs. In addition, coordinators involved themselves with the community by disseminating information and working in projects of interest to students and their parents.

The school-community coordinators were organized into 12 geographical clusters, each under the supervision of an area coordinator. The area coordinators reviewed the daily, weekly, and monthly records of the SCCs assigned to them. This review procedure enabled area coordinators to be aware of the activities of their SCCs and provide needed support. After the retirement of one area coordinator in December, the SCCs were reorganized into 11 clusters.

The appointment of a second supervisor enabled the project administrator to devote more time to project management. The project administrator and two supervisors, assisted by 11 area coordinators, provided staff development for SCCs in four ways: (1) total group meetings, (2) joint cluster meetings of SCCs with several area coordinators, (3) small group cluster meetings with area coordinators, and (4) private meetings of SCCs with their area coordinators at their schools.

ATTAINMENT OF OBJECTIVES

Objective 1: School-community coordinators will complete 3.5 out of school conferences for each day of service. Conferences will be held primarily with parents or guardians of ESEA, Title I pupils based upon school or self-initiated referrals. In elementary, middle or junior high schools, the major focus of attention will be in the areas of pupil attendance, basic skills and work habits improvement, behavior, and health of targeted pupils. In high schools, the major focus of attention will be the accommodation of entry level pupils, dropout prevention, basic skills and work habits improvement, and the health of targeted pupils.

This objective was fully attained. Data for three sample months were analyzed. The SCCs averaged 4.1 out-of-school conferences per working day during October, 3.9 in January, and 3.8 in March. Examination of records and on-site observations during visitations indicated that the elementary, middle, and junior high school SCCs were serving pupils in the areas of major focus in accordance with the criterion. Examination of monthly reports and pupil referral forms maintained by high school coordinators indicated service to entry level pupils and work with parents and pupils to prevent dropouts.

Objective 2: School-community coordinators will provide in-school services to a minimum of 20 participating ESEA, Title I pupils each month relative to their needs

or problems. This will be verified by inspection of monthly reports maintained by the school-community coordinators.

This objective was fully attained. Monthly reports for October, January, and March showed that the SCCs averaged 42, 45, and 43 in-school pupil services, respectively.

Objective 3: School-community coordinators will provide 10 cluster meetings of parents of ESEA, Title I children each year, related to topics of concern in the areas of needs of the children. In high schools at least two cluster meetings will be devoted to the parents or guardians of entry level pupils.

This objective was fully attained. An end-of-year School-Community Coordinator Cluster Meeting Survey indicated that SCCs averaged 12.6 cluster meetings for parents over the school year -- 2.6 more than the expected 10. All high school coordinators indicated holding at least two cluster meetings for parents and guardians of entry level pupils. The fourteen SCCs in 13 high schools averaged 3.2 cluster meetings for this specific group of parents.

IMPACT

The project's intended mode of operation was fully implemented. School-community coordinators helped Title I eligible children solve their varied problems through in-school contacts and visits with them and their parents in their homes. The coordinators in the elementary, middle, and junior high schools assisted, primarily, with pupils' attendance, behavior, health; basic skills and work habits improvement. In addition, high school coordinators involved themselves specifically with entry level children and their families and worked to prevent dropouts. School-community coordinators spent a large portion of their time completing requests for service made by school personnel, parents, pupils, and members of the community. Whenever the need arose, coordinators self-initiated activities.

SCCs encouraged and arranged for active Title I parent participation in Parent Partnership Workshops that were conducted throughout the City.

All project objectives were fully attained. During three sample months the SCCs averaged more than 3.5 out-of-school conferences per working day -- 4.1 for the first month, 3.9 for the second, and 3.8 for the third. The coordinators surpassed the objective for holding a minimum of 20 in-school contacts with pupils during three sample months by averaging 42, 45, and 43 contacts. Over the school year, SCCs averaged 12.6 cluster meetings for parents --2.6 more than the expected 10. All high school coordinators held at least two cluster meetings for parents and guardians of entry level pupils.

Area coordinators (AC) continued to closely supervise the activities of the SCCs assigned to their cluster of coordinators. ACs and SCCs provided a direct

line of communication between the neighborhood schools, Title I parents, the community, and local organizations. The project director and two supervisors provided the staff development needed for the ACs and SCCs to maintain a successful program.

This pupil centered project successfully meets the needs of Title I eligible children.

"The contents of this report were developed under a grant from the Division of Compensatory Education (TITLE I ESEA), Department of Education. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government."